

Constructing L3 selves

**A Study of Undergraduate Learners' Motivation to Learn a Third
Language in China**



UNIVERSITY OF
CAMBRIDGE

This dissertation is submitted for the degree of Doctor of Philosophy

by

Tianyi Wang

(Clare Hall College)

October 2018

Declaration

This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared in the Preface and specified in the text.

It is not substantially the same as any that I have submitted, or, is being concurrently submitted for a degree or diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text. I further state that no substantial part of my dissertation has already been submitted, or, is being concurrently submitted for any such degree, diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text

It does not exceed the prescribed word limit for the relevant Degree Committee.

Acknowledgements

The completion of this thesis could not be possible without the help of many people. Firstly, I want to express my most sincere gratitude to my supervisor, Dr. Linda Fisher. Without your patient guidance, invaluable suggestions and constant encouragement, the completion of this thesis is unimaginable. Every time I got stuck in the thesis, it is your constructive feedback and warm hug that dragged me out of frustration and brightened up my day. Your 'you can do it' always gave me courage to move on. Thank you for being my supervisor and I feel extremely lucky to be your student.

I am grateful to those who gave me valuable critiques and pushed me to think critically. In particular, I want to thank Dr. Yongcan Liu, Dr. Michael Evans, Dr. Karen Forbes and Dr. Pascual Pérez-Paredes for your challenging questions and insightful suggestions in the PhD seminars. I would also like to thank my advisor, Dr. Michelle Ellefson, for your pertinent questions raised in my registration viva. I am indebted to Dr. Honggong Liu. Thank you for listening to my research and offering me new perspectives in researching language learning motivation.

I sincerely thank all the teachers and students who participated in this research. Thank you for accepting me as a member of your class. Your warmth and support released my nervousness and encouraged me to realise my ambitious plan of data collection.

Many thanks go to my friends who supported me intellectually and emotionally during my PhD years. Firstly, I owe a debt of gratitude to Pu Shi. Thank you for supporting me for these five years. I will never forget the night on which you helped me to revise my conceptualised framework in a small pub in Salvador. I am also always thankful to Zhuxia, Heyi, Zi, Edsoulla, Mingfei and Simin. Without your valuable suggestions and warm encouragement, my PhD life must have been much harder.

I am also grateful for the support from the members of my college, Clare Hall. In particular, I want to thank Dr. Wai Yi Feng who provided me with valuable suggestions of how to be a

PhD student and gave me precious help when I encountered difficulty either in my study or life.

Lastly, I want to thank my family for your warmest caring and support. I want to say 'Thank you' to my aunt, uncle and cousin. Thank you for giving me the courage to begin my PhD study and offering me all kinds of help at any time I needed them. Thank you, Jichi, for accompanying me, caring me and bearing my emotional ups and downs in all possible ways. And thanks to my parents, in particular, my father. No words can express my gratitude but thank you for raising me up and empowering my life. Thank you, my grandma. You are my motivation.

Constructing L3 selves: A study of undergraduate learners' motivation to learn a third language in China

This study conceptualises Chinese language-major undergraduates' motivation to learn a third language (L3) from a self perspective. Two overarching aims were adopted to guide the research: how learners' L3 motivation was formulated and reformulated over the course of one year of learning an L3 and whether classroom intervention could help learners to construct their L3 motivation.

This research adopted a longitudinal case study design and was situated in a state university in China. Students who had chosen to learn an L3 as their major and English majors who were required to learn an L3 participated in the research. To achieve the two principal research aims, the data collection process was divided into two phases. The goal of the first phase was to explore the development of my participants' L3 motivation without any intervention. Qualitative research methods were employed during this phase and data were gathered from open questionnaires, interviews, class observation and written journals. In the second phase, an intervention was carried out to explore how to construct my participants' ideal L3 selves. A quasi-experimental design was employed and mixed methods were adopted.

Analysis was primarily guided by the L2 Motivational Self System and was carried out at both at class level and individual level. At a class level, findings suggest that both L3 majors' and English majors' L3 motivation was mainly constituted on the basis of their ideal L3 selves, ought-to L3 selves and L3 learning experiences, which were constantly constructed and reconstructed over the course of learning. Notably, learners' motivational trajectories did not display a homogenous pattern at the group level. In total, six different motivational patterns were identified, three from English majors and three from L3 majors. It was also interesting to identify that a few learners developed a type of multilingually oriented motivation during their L3 learning. Data collected at the second phase of fieldwork revealed

that the intervention was effective in helping English majors to construct their ideal L3 selves but less useful in the case of L3 majors.

At the individual level, six cases were analysed in depth to investigate how the trajectories identified at the group level developed temporally and contextually. The analysis shows that the construction of these learners' L3 motivation involved a complex interplay between their future L3 selves and current L3 learning experience. It was through this process that learners explored the relationship between the L3 and their self-identification, and attempted to develop their personal meaning of learning an L3.

On the basis of the empirical evidence, this thesis argues that the construction of learners' L3 motivation hinges on exploration of the position of the L3 in their self-identification, and that class intervention might help learners to realise the importance of learning an L3 by helping them to develop their ideal L3 selves, at least in the case of non-L3-major students. Moreover, this study suggests that it is crucial for L3 learners in China to recognise the value of being multilingual, which plays an essential role in constructing their L3 selves and sustaining their L3 motivation.

CONTENTS

Chapter One

Introduction	1
1.1. What is motivation.....	1
1.2. Why research L3 motivation.....	3
1.3. Research aims and layout of this study.....	4
1.4. The situated context of this study	5
1.5. My role in the research	7
1.6. Organisation of the thesis.....	8

Chapter Two

Research on Language motivation.....	10
Overview of the two literature review chapters	10
2.1. Theorising language learning motivation	10
<i>2.1.1. Theoretical shifts in language motivation research.....</i>	<i>11</i>
<i>2.1.2. A focus on the contextual aspect of language learning motivation</i>	<i>13</i>
<i>2.1.3. Existing gaps in conceptualising language motivation</i>	<i>19</i>
2.2. Theorising L3 learning motivation.....	20
<i>2.2.1. The distinctive features of L3 motivation.....</i>	<i>21</i>
<i>2.2.2. L3 motivation: Constructed by an interaction between learners and their contexts.....</i>	<i>29</i>
<i>2.2.3. Research gaps in studying L3 motivation</i>	<i>30</i>

Chapter Three

Conceptualising L3 Motivation from a Self Perspective	32
3.1. The L2 Motivational Self System.....	32
<i>3.1.1. Future dimension: The ideal and ought-to language selves</i>	<i>33</i>
<i>3.1.2. Learners' language learning experience</i>	<i>39</i>
3.2. Selecting the L2 Motivational Self System as the theoretical framework	42

3.2.1. Researching motivation with a focus on the interplay between individuals and contexts.....	43
3.2.2. Being able to research multiple motivations.....	46
3.2.3. Being suitable for exploring how to motivate L3 learners	46
3.3. Conceptualised framework and research questions	47

Chapter Four

Methodology..... 51

4.1. Research paradigm: A social constructivist perspective	52
4.2. A longitudinal multiple case design	53
4.3. Sampling	55
4.3.1. Research site: Garden University	55
4.3.2. The selection of the target departments	56
4.3.3. Participants.....	57
4.4. Data collection	58
4.4.1. The first stage of data collection: The pre-intervention stage	60
4.4.2. The second stage of data collection: The intervention stage	66
4.5. Data analysis.....	76
4.5.1. Qualitative data analysis	76
4.5.2. Quantitative data analysis	82
4.6. Reliability, validity and generalisability	82
4.6.1. Reliability.....	82
4.6.2. Validity	83
4.6.3. Generalisability.....	84
4.7. Ethics.....	84
4.8. My role in the research.....	85

Chapter Five

Language Majors' L3 Motivational Trajectories 87

5.1. Introduction.....	87
5.2. English majors' L3 motivational trajectories.....	90
5.2.1. English majors' L3 motivation at the initial stage.....	90
5.2.2. Changes in English majors' L3 motivation before the intervention.....	96
5.2.3. The effect of the intervention on English majors	111
5.3. L3 majors' L3 motivational trajectories	116
5.3.1. L3 majors' L3 motivational trajectories at the initial stage	116
5.3.2. Changes in L3 majors' L3 motivation before the intervention.....	123
5.3.3. The effect of the intervention on L3 majors	137
5.4. Summary.....	140

Chapter Six

The Construction of English Majors' L3 Motivation 142

Overview of Chapter Six and Chapter Seven.....	142
6.1 An introduction to Chapter Six.....	143
6.2. The first type of English majors' L3 motivational trajectory	146
6.2.1. <i>Qiao's motivational trajectory before the intervention</i>	146
6.2.2. <i>The effect of the intervention on Qiao</i>	151
6.2.3. <i>A short summary</i>	153
6.3. The second type of English majors' L3 motivational trajectory	155
6.3.1. <i>Minde's motivational trajectory before the intervention</i>	156
6.3.2. <i>The effect of the intervention on Minde</i>	160
6.3.3. <i>A short summary</i>	162
6.4. The third type of English majors' L3 motivational trajectory	164
6.4.1. <i>Bing's motivational trajectory before the intervention</i>	165
6.4.2. <i>The effect of the intervention on Bing</i>	167
6.4.3. <i>A short summary</i>	170
6.5. Summary.....	171

Chapter Seven

The Construction of L3 Majors' L3 Motivation..... 173

7.1. Introduction.....	173
7.2. The first type of L3 majors' L3 motivational trajectory	175
7.2.1. <i>Yi's L3 motivational trajectory before the intervention</i>	176
7.2.2. <i>The effect of the intervention on Yi</i>	183
7.2.3. <i>A short summary</i>	185
7.3. The second type of L3 majors' L3 motivational trajectory.....	188
7.3.1. <i>Jinqing's motivational trajectory before the intervention</i>	188
7.3.2. <i>The effect of the intervention on Jinqing</i>	193
7.3.3. <i>A short summary</i>	195
7.4. The third type of L3 majors' L3 motivational trajectory.....	197
7.4.1. <i>Qianyi's motivational trajectory before the intervention</i>	198
7.4.2. <i>The effect of the intervention on Qianyi</i>	202
7.4.3. <i>A short summary</i>	203
7.5. Summary.....	205

Chapter Eight

Constructing Learners' L3 selves: A Theoretical Discussion... 207

8.1. The construction of learners' L3 motivational trajectories	208
8.1.1. <i>A summary of learners' L3 motivational trajectories</i>	208
8.1.2. <i>L3 motivation: Constructed by the interaction between future L3 selves and L3 learning experience</i>	218
8.1.3. <i>A dynamic model of L3 selves</i>	220
8.2. Sustaining L3 motivation based on the dynamic construction of learners' L3 selves	222
8.2.1. <i>Achieving 'continuity' between future L3 selves and L3 experience..</i>	222
8.2.2. <i>The importance of multilingual selves in achieving the 'continuity'.</i>	225
8.3. Constructing the multilingual self	226
8.3.1. <i>Accumulating multilingual experience: Noticing the interactions between language.....</i>	226
8.3.2. <i>From 'interesting' multilingual experience to ideal multilingual self: Identifying the 'symbolic' value of languages in a globalised world.....</i>	227
8.3.3. <i>Ideal multilingual self: Vague in describable images but rich in experiential meaning.....</i>	228
8.3.4. <i>Difficulties in constructing multilingual selves.....</i>	228
8.4. The effect of the intervention	230
8.4.1. <i>English majors</i>	230
8.4.2. <i>L3 majors</i>	233
8.5. Summary.....	234

Chapter Nine

Conclusion 235

9.1. Theoretical contributions	235
9.2. Methodological contributions	237
9.3. Pedagogical contributions	238
9.4. Limitations.....	240
9.5. Future research directions.....	242

References..... 244

List of Tables

- Table 4.1:** The description of each case
- Table 4.2:** A summary of participants
- Table 4.3:** A summary of data collection
- Table 4.4:** A summary of three rounds of interview
- Table 4.5:** An illustration of the broad themes used for coding
- Table 4.6:** A sample of coding in-class motivated behaviour
- Table 4.7:** Different trajectories of learners' L3 motivation
- Table 4.8:** The Cronbach Alpha coefficients of the ideal L3 self
- Table 5.1:** Information about participants
- Table 5.2:** Data used in Chapter Five
- Table 5.3:** Responses towards *What motivates you to learn the L3?* (English majors)
- Table 5.4:** The summary of English majors' motivated behaviours at the initial stage
- Table 5.5:** The summary of English majors' reported L3 motivation (Type One)
- Table 5.6:** The summary of English majors' motivated behaviours (Type One)
- Table 5.7:** The summary of English majors' reported L3 motivation (Type Two)
- Table 5.8:** The summary of English majors' motivated behaviours (Type Two)
- Table 5.9:** The summary of English majors' reported L3 motivation (Type Three)
- Table 5.10:** The summary of English majors' motivated behaviours (Type Three)
- Table 5.11:** Responses from the second round of open questionnaires
- Table 5.12:** Interviewees' comments on their ideal L3 self in the fourth interview
- Table 5.13:** Responses to *Why did you choose this major?* (L3 majors)
- Table 5.14:** The summary of L3 majors' motivated behaviours at the initial stage
- Table 5.15:** The summary of L3 majors' reported L3 motivation (Type One)
- Table 5.16:** The summary of L3 majors' motivated behaviours (Type One)
- Table 5.17:** The summary of L3 majors' reported L3 motivation (Type Two)
- Table 5.18:** The summary of L3 majors' motivated behaviour (Type Two)
- Table 5.19:** The summary of L3 majors' reported L3 motivation (Type Three)
- Table 5.20:** The summary of L3 majors' motivated behaviours (Type Three)
- Table 6.1:** The summary of English majors' three motivational trajectories
- Table 6.2:** The summary of Han's L3 motivational trajectories
- Table 6.3:** The summary of Qining's L3 motivational trajectories
- Table 6.4:** The summary of Yu's L3 motivational trajectories
- Table 7.1:** The summary of L3 majors' three motivational trajectories
- Table 7.2:** The summary of Ziqin's L3 motivational trajectories
- Table 7.3:** The summary of Yiner's L3 motivational trajectories
- Table 7.4:** The summary of Yiqin's L3 motivational trajectories
- Table 8.1:** The summary of learners' ideal L3 selves
- Table 8.2:** The summary of learners' ought-to L3 selves
- Table 8.3:** The summary of learners' L3 learning experiences

List of Figures

- Figure 3.1:** The conceptualisation framework
- Figure 4.1:** An example of analysing language learning experience
- Figure 5.1:** English majors' L3 motivation at the initial stage
- Figure 5.2:** L3 majors' L3 motivation at the initial stage
- Figure 6.1:** Qiao's L3 motivation at the initial stage
- Figure 6.2:** The construction of Qiao's L3 motivation before the intervention
- Figure 6.3:** The effect of the intervention on Qiao
- Figure 6.4:** Minde's L3 motivation at the initial stage
- Figure 6.5:** The construction of Minde's L3 motivation before the intervention
- Figure 6.6:** The effect of the intervention on Minde
- Figure 6.7:** Bing's L3 motivation at the initial stage
- Figure 6.8:** The construction of Bing's L3 motivation before the intervention
- Figure 6.9:** The effect of the intervention on Bing
- Figure 7.1:** Yi's L3 motivation at the initial stage
- Figure 7.2:** The construction of Yi's L3 motivation at the second stage
- Figure 7.3:** The construction of Yi's L3 motivation at the third stage
- Figure 7.4:** Jinqing's L3 motivation at the initial stage
- Figure 7.5:** Jinqing's L3 motivational trajectory at the later stage
- Figure 7.6:** Qianyi's L3 motivation at the initial stage
- Figure 7.7:** Qianyi's L3 motivation at the later stage
- Figure 8.1:** A dynamic model of L3 selves

List of Appendices

- Appendix A:** Open questionnaires before the intervention
- Appendix B:** Interview guidelines for the first round of interview with students
- Appendix C:** Interview guidelines for the second and third rounds of interview
- Appendix D:** Interview guidelines for the fourth round of interview
- Appendix E:** Interview guidelines with teachers
- Appendix F:** Closed questions before and after the intervention
- Appendix G:** An example of class observation
- Appendix H:** Open questionnaires used for the intervention
- Appendix I:** A summary of the examples used in the intervention
- Appendix J:** Emails to students about requesting a written journal
- Appendix K:** An example of journal entry
- Appendix L:** The coding scheme
- Appendix M:** An example of coding
- Appendix N:** The summary of learners' motivated behaviours at the initial stage
- Appendix O:** Informed consent
- Appendix P:** An example of the PowerPoint slides used in the intervention

Chapter One

Introduction

Motivation is often seen as the key learner variable because without it nothing happens.

—— Schmitt (2002, p.127)

This study is an endeavour to conceptualise Chinese undergraduate learners' motivation for learning a third language (L3) from the perspective of self. The central argument is that learners' L3 motivation is based on their construction of their L3 selves, specifically, how they construct their future L3 selves and how they conceptualise the position of the L3 in their current self-identification with reference to their L3 learning experience. In other words, L3 learners are constantly exploring and negotiating the position of the L3 in both of the experiential and future-oriented aspects of their self-identification, during which they develop their motivation to learn the L3.

1.1. What is language motivation?

Despite the recognised significance of motivation in both everyday life and academia, research on this topic is not easy. *What is motivation* is the first difficulty encountered by researchers. One consensus reached by researchers is that motivation is intimately related to learners' learning behaviour. To be more specific, it reflects the “direction” and “magnitude” of learners'

behaviour, for example, the reasons for learners' learning choices, the strength of their effort and the length of their persistence in learning (Dörnyei & Ushioda, 2011, p.4). Hence motivation concerns not only *what we do* but more importantly *why we do what we do* (Deci & Flaste, 1996).

However, *why we do what we do* is such an all-encompassing question that notion of motivation becomes highly complex in terms of conceptualising and researching. As Dörnyei (2001, p.2) points out, motivation is "one of the most elusive concepts in the whole domain of social sciences". Given the scope of this research, I only focus on how to theorise motivation in the area of language learning research.

As will be shown in the literature review, the conceptualisation of learners' motivation in language learning research has shifted from viewing it as fixed personal attributes to theorising it as dynamic constructs which are shaped temporally and contextually. Specifically, the majority of studies in the second half of twentieth century (e.g. Clément & Kruidenier, 1983; Gardner, 1985; Oxford & Shearin, 1994) theorised motivation as static individual variables which are in a cause-and-effect relationship with learners' learning behaviours. Mainly based on large-scale quantitative methods, these studies aimed to identify different motivational constructs and examine whether they were in a linear causal relationship with learners' motivated behaviours. Such positivist-oriented theorisation, however, has been critiqued in the past two decades. As researchers (e.g. Dörnyei & Ushioda, 2011; Lamb, 2013; Ushioda, 2009) have gradually realised, rather than being fixed individual attributes, language learning motivation is a dynamic construct. It is in a state of constant construction due to learners' complex interaction with their situated contexts, and therefore could not be fully explained by identifying certain characteristics of a group of language learners' language motivation. To move the research agenda forward, the leading scholars in this field, for example, Zoltán Dörnyei and Ema Ushioda, have called for a sharp focus on 'self' in researching language motivation (Dörnyei, 2005, 2009; Ushioda, 2009).

One of the most influential theoretical frameworks in conceptualising motivation from a self perspective is the L2 Motivational Self System put forward by Dörnyei in 2005. The framework is based on the assumption that language is more than a communication tool and should be regarded as part of learners' self-identification; therefore, learners' motivation to learn a language is closely related to their construction of their sense of self. Specifically, the ideal

language self (referring to learners' aspirations to be a language user in the future), ought-to language self (learners' obligations to be a language user in the future) and current language learning experience are proposed as the three aspects of learners' language selves. These three motivational constructs have proved to have been highly useful in explaining language motivation (e.g. Al-Shehri, 2009; Papi, 2010; You & Chan, 2015), lending support for the theorisation of motivation through the lens of self.

1.2. Why research L3 motivation?

Whereas the theorisation of language motivation has significantly developed in the past two decades, one research gap still exists. Specifically, current studies mainly focus on English learning motivation, which resulted in learners' motivation to learn other languages under-researched (Boo, Dörnyei and Ryan, 2015). However, given the evident difference between the status of English and that of other languages in a globalised world, research probing into learners' motivation of the latter carries the possibility of renewing our understanding of language motivation. In fact, Dörnyei and Al-Hoorie (2017) have already pointed out that while English permeates many aspects of individuals' lives, other languages do not have this privilege, making it necessary for individual learners to discover their personal meaning with respect to learning a language other than English. In other words, learners' motivation to learn other languages may relate to an even more complex process of self-identification and requires deeper investigation.

In addition to theoretical significance, research on learners' motivation to learn a language other than English is also of pedagogical value. On the one hand, globalisation has contributed to communication and cooperation between individuals from all over the world and has attached increasing significance to the learning of languages (Blommaert, 2010; Otsuji & Pennycook, 2010). On the other hand, existing literature reveals that probably due to the influence of global English, learners' enthusiasm for learning other languages is relatively limited, either in English-speaking countries (e.g. Lanvers, 2016, 2017; Thompson & Erdil-Moody, 2016) or other places (e.g. Henry, 2010, 2011). Hence, inquiries into how learners' motivation to learn languages other than English develops and how to boost their motivation in this respect may contribute insights to reforms in the language learning classroom.

1.3. Research aims and layout of this study

This study, hence, were to conduct an in-depth study of learners' motivation to learn a third language (L3) in the Chinese context from a perspective of self. Two overarching research aims were set to guide the research, namely, how to conceptualise L3 motivation and whether learners' L3 motivation could be improved by classroom intervention. Both English major students who were required to learn an L3 and L3 major students were involved in the research. Given the rarity of research in this field, this study aimed to shed new insights on how to conceptualise and construct L3 motivation.

Specifically, in the first place, I investigated how learners' L3 motivation changed and how such motivational trajectories developed in the course of learning. It is worth mentioning that the specific goal of this phase of research was not to identify any cause-and-effect relationships between certain motivational constructs and learners' learning behaviour. Rather, it was based on the assumptions that learners' L3 motivation was changeable over time and such changes could be related to a series of complex interactions between individual learners and their situated contexts. Therefore a self perspective was adopted to guide the research. Specifically, the L2 Motivational Self system was selected as the specific theoretical underpinning, as it emerged as a suitable framework for addressing the temporal and contextual aspects of language motivation, which will be discussed in the literature review and methodology chapter.

In the second place, an intervention was conducted in class to explore how learners' ideal L3 selves might be constructed. As Dörnyei (1994) suggests, research in language motivation should have a more pragmatic and education-centred purpose with a sharper focus on how to motivate language learners. From this perspective, an intervention which searched for effective motivational strategies fits well with the aims of motivation research. Specifically, the design for the intervention was centered on helping learners to develop their ideal L3 selves. As mentioned before, existing literature suggests that the ideal language self plays an important role in constituting learners' language selves and influencing their language motivation. This research therefore attempted to examine whether learners' ideal L3 selves could be strengthened through class activities and how such intervention influenced learners' L3 motivation.

Specifically, this study was underpinned by the paradigm of social constructivism insofar as it was premised on the assumption that 'truth' is constructed through individuals' interaction with

social and historical environment (Crotty, 1998) and this therefore provided this study with paradigmatic support to unravel the temporal and contextual aspects of language motivation. Based on this paradigm, a longitudinal design was put forward to investigate how Chinese undergraduate constructed their L3 motivation over the course of one year of L3 learning. Participants from English major students who were required to learn an L3 and students who chose the L3 as their major were involved in the research.

To achieve the aforementioned twofold research aims, the first phase of the study centred on observing the development of learners' L3 motivation without any intervention. Data at this stage were obtained from open questionnaires, longitudinal interviews, class observation and written journals. In the second phase, the intervention was conducted with both English majors and L3 majors. Closed and open questionnaires, interviews and class observations were adopted to examine whether the intervention had influenced the trajectories of learners' L3 motivation.

On the basis of the empirical evidence, this thesis argues that the construction of learners' L3 motivation hinges on exploration of the position of the L3 in their self-identification, and that class intervention might contribute to learners' recognition of the importance of learning an L3 by helping them to develop their ideal L3 selves.

1.4. The situated context of this study

To elucidate the context in which this study was situated, this section gives a brief introduction to L3 education in China at the undergraduate level and the existing problems in the current situation of L3 teaching and learning.

1.4.1. The L3 education in China at the undergraduate level

A brief review of literature revealed that L3 education in China has been accorded increasing significance since the second half of the twentieth century. As far back as 1961, the Ministry of Education proposed that L3 courses should be introduced to higher education. In 1978, the National Symposium on Foreign Language Teaching suggested that undergraduate students who majored in foreign languages should be encouraged to acquire at least two foreign

languages, which significantly speeded up L3 education in China at the college level (Fu, 2012). In 1998, the importance of opening L3 courses for foreign language majors was re-emphasised by the Ministry of Education. It was proposed that every English major should be required to learn a second foreign language and every L3 major should learn English as a compulsory course. The majority of Chinese undergraduate institutions adopted this proposal and made it compulsory for every foreign language major to learn an L3 (Fu, 2012).

Since this series of educational reforms, the main body of undergraduate students who learn an L3 consists of foreign language majors, including both English majors and L3 majors. In the case of English majors, the majority of them are required to learn a second foreign language for two or three academic years. The total length of learning generally ranges from 150 to 350 hours, depending on the specific curriculum of the institutions (Fu, 2012). Learners are generally expected to achieve intermediate level in terms of L3 proficiency after the completion of the L3 course. As for full-time L3 majors, they learn a specific L3 for four academic years. They are not only expected to sharpen their L3 skills in listening, speaking, reading and writing but also to consolidate their knowledge of the L3 language and culture, for example, linguistics and literature (Fu, 2012).

1.4.2. Existing problems in L3 learning in China

Despite the efforts of the Ministry of Education and undergraduate institutions to promote L3 education, language majors' attitudes towards L3 learning have been comparatively ambiguous. Firstly, English majors have been found to be relatively indifferent to learning an L3 in addition to English. As some researchers (Fu, 2012; Zhang, 2016) point out, many of these learners are not clear about why they should learn an L3 and can easily lose interest in the L3 during the learning process. A similar situation has been also reported in case of the L3 majors. Though very little research has looked at L3 majors' L3 motivation, a leading newspaper in China, *Guang Ming Daily*¹(2016), reported that the majority of L3 majors do not have any L3 learning experience before their undergraduate study; thus they may not be well informed about the position of a specific L3 in China and around the global and how their learning of this L3 might influence their personal development. This situation is likely to shake their determination in learning the L3 well during the learning process.

¹ *Guang Ming Daily* is one of the most important national newspapers run by the government.

Hence, although research on Chinese learners' perceptions of L3 learning is still very limited, existing literature and reports suggest that both English majors and L3 majors may not be fully aware of the meaning of learning an L3 to them, which seems to dampen their enthusiasm for learning the L3 in a long run. Therefore, an inquiry into language majors' L3 learning motivation and how to motivate them is necessary and important.

1.5. My role in the research

Insofar as this study was underpinned by a social constructivist paradigm, the role of the researcher in interpreting participants' perceptions could not be neglected (Creswell, 2013). From this perspective, my personal experiences, beliefs and values that were pertinent to this research, which might have influenced my interpretation and understanding of learners' L3 motivation, should be explained.

Briefly speaking, I was inspired to do this research due to my personal experience of learning an L3. As an English major in my undergraduate years, I was required to learn German as an L3. It was during this process that I observed the dramatic fluctuations that took place in my classmates' and my own L3 motivation. Although the majority of the class looked upon the L3 as 'a very distinctive part' of our identity at the beginning, many of my classmates gradually downplayed the importance of the L3 in their lives. Some of them even regarded the L3 learning as 'the heaviest learning burden' when the difficulty of the L3 courses increased. Although all of us have learnt an L3 for two years due to course requirement, only less than 10 percent of us chose to continue to pursue a second degree in the L3 after the completion of the compulsory course.

With regard to myself, I believed that another foreign language would constitute my 'linguistic capital' (Bourdieu, 1977) from the beginning to the end of the L3 course. However, although this belief did not change throughout the learning process, I did lower my expectations of the value of the L3 for me in terms of oral communication and job-hunting process in the future, as I gradually realised that the L3 proficiency that I could achieve at the completion of the course could be relatively limited. Therefore I came to look upon the L3 more as a way to cultivate my linguistic and cultural awareness than as a communication tool or a key point in my CV by the later stage of my German learning.

Based on my experience, I held two core beliefs about L3 learning in China that might have influenced my construction of knowledge about L3 motivation in this study.

- Firstly, learning an L3 is valuable for personal development.
- Secondly, it may not be easy for learners to sustain their motivation to learn an L3 due to various personal considerations and contextual influences, for example, the difficulty of learning a foreign language, personal interest, the limited ‘usefulness’ of an L3 in a country where Mandarin is so dominant.

1.6. Organisation of the thesis

The first part of this thesis consists of a literature review that is divided into two chapters. The first chapter reviews the shifts in conceptualisation of language motivation and the uniqueness of L3 motivation. In the second chapter, an argument for researching L3 motivation from the perspective of self is proposed and the rationale for selecting the L2 Motivational Self System as the theoretical framework is explained.

Chapter Four addresses the methodological concerns of this study with the aim of justifying the rationale for my overall research design. In this chapter, I argue for the choice of social constructivism as my overarching research paradigm, make justification for the selection of research instruments, and discuss issues arising in relation to reliability, validity and ethical considerations of the research.

Findings are presented in the third part. Specifically, Chapter Five offers an overview of the L3 learning motivational trajectories of both English majors and L3 majors and discusses the effect of the intervention on the two groups at a class level. Chapter Six and Chapter Seven focus on individual cases and display a more detailed discussion of how the aforementioned L3 motivational trajectories developed temporally and contextually and how the intervention influenced individual learners.

The fourth part of the thesis is a discussion of how to conceptualise L3 motivation in a Chinese learning context on the basis of the findings. It also addresses how learners’ multilingual motivation developed over the course of learning, a motivational construct which was found to

be highly influential in constituting learners' L3 motivation.

In the concluding chapter, theoretical, methodological and pedagogical implications of the research are discussed. Limitations and possible new directions for researching L3 motivation are also suggested for future research.

Chapter Two

Research on Language Motivation

Overview of the two literature review chapters

The literature review, as defined by Ridley (2008), is “the driving force and jumping-off point” for research (2008, p.2). Hence, the aim of this literature review is to inform the present study by carrying out an in-depth investigation into the existing research. Specifically, the review will be divided into two chapters. In the first chapter, I will discuss existing conceptualisations of language motivation in the literature and summarise the distinctive features of L3 motivation. The purpose is to investigate to what extent L3 motivation has been researched in the previous studies and to identify research gaps. In Chapter Three, a discussion of how L3 motivation was conceptualised in this study will be presented and research questions will be raised.

2.1. Theorising language learning motivation

Motivation has been regarded as one of the most complicated concepts in second language acquisition research (Dörnyei, 1994). Admittedly, a growing research consensus has concluded that motivation accounts for the magnitude and direction of learners’ behaviours (e.g. Dörnyei & Ushioda, 2011; Reeve, 2009) and fluctuates over the course of language learning. However,

opinions have been divided when it comes to the mediating factors that influence motivation with respect to realising its impact on human behaviour (Dörnyei, 2000). Hence, motivation theories always endeavour to probe into the reasons that underlie individuals' behaviours and thoughts, which give rise to a variety of conceptualisations of motivation in the literature.

In this section, I will look at how researchers' conceptualisations of language motivation have progressed over the past three decades. The review suggests that the theorisation of language motivation has shifted from identifying traitlike individual differences to capturing the dynamic nature of motivation. Notably, when researchers discuss the rationale and construction of motivational dynamics, the relationship between individual learners and their situated contexts has come to the fore. To obtain deeper understanding of the contextual facets of motivation, relevant theories will be reviewed and critiqued, on the basis of which I will argue that motivation should be conceptualised as a dynamic construct which is formed through the interplay between individuals and their situated contexts.

2.1.1. Theoretical shifts in language motivation research

This section discusses the theoretical shifts in researching language motivation. Specifically, whereas language motivation used to be conceptualised as traitlike individual differences, its temporal and contextual facets have been recognised in these two decades.

2.1.1.1. Conceptualising language motivation as traitlike attributes

According to Dörnyei and Ushioda (2011), from 1960s to the end of twentieth century, language learning motivation was defined in terms of individual differences and was understood as "traitlike attributes" that were situated within individuals (Dörnyei & Ushioda, 2011, p.89). Notably, in face of the vast number of different individual attributes, researchers were likely to adopt a reductionist view whereby they focused on identifying several motivational constructs which are assumed to be important and enduring (Kim, 2010, 2011). For example, in Gardner's (1985) socio-educational theory, he has proposed two significant motivational variables, namely, integrative motivation and instrumental motivation, to theorise language learning motivation. Admittedly, researchers have later extended the scope of the discussion concerning language motivation by introducing more motivational variables (e.g. Clément & Kruidenier, 1983; Dörnyei, 1994; Oxford & Shearin, 1994), especially from cognitive perspectives. However,

these studies still fall within the tradition of identifying specific motivational constructs, which are understood as personal traits and have stayed static across time.

Although the identification of different motivational variables has contributed to deepening researchers' understanding of language motivation, conceptualising motivation as traitlike attributes has been, however, frequently critiqued in the literature. One important critique is that language motivation is not traitlike nor does it remain static across the learning process (e.g. Dörnyei & Ushioda, 2011; Norton Peirce, 1995). In fact, in light of our own learning or teaching experience, it is also not difficult to understand that language motivation may change across time. Hence, efforts to theorise the changeable nature of language motivation is necessary.

2.1.1.2. Recognising the temporal dimension of language motivation

In light of the critiques of theorising motivation as traitlike attributes, researchers (e.g. Dörnyei, 2002; Dörnyei & Ottó, 1998; Ushioda, 1996, 2001) began to pay attention to the temporal dimension of motivation and have attempted to re-theorise motivation as changeable. For example, in her longitudinal study, Ushioda (1996) found that her participants' language motivation was constantly changing in the learning process. This view was shared by Dörnyei and Ottó (1998). Specifically, they have proposed the process model of L2 motivation, in which the language learning process is separated into three stages, namely, the pre-actional phase, actional phase and post-actional phase. In each phase, the most prominent motivational constructs are identified.

However, as Dörnyei and Ushioda (2011) point out, this model cannot fully be applied to real learning contexts in that it deliberately distinguishes three stages of learning, while, in reality, the diachronic changes in terms of learners' language motivation are gradual, continuous or even iterative. Hence, although the process model of L2 motivation underscores the importance of looking into the temporal dimension of language motivation, it still cannot fully account for how language motivation changes across time.

2.1.1.3. Conceptualising language motivation as contextually constructed

In the subsequent research (e.g. Dörnyei, 2002; Ushioda, 2009) which attended to the temporal aspect of language motivation, the crucial role of learners' situated contexts in forming the

dynamics of motivation has been recognised. Specifically, Ushioda (1996) underscores the importance of identifying “the contextual factors perceived to be in dynamic interplay with motivation” (1996, p.140-1), indicating the importance of contexts in shaping language motivation. This view was shared by Dörnyei. In his empirical study on task motivation (Dörnyei, 2002) he revised the process model of L2 motivation and proposed the concept of ‘motivational processing’ in which he acknowledges the blurred boundary between different motivational phases identified in the process model of L2 motivation and focused on the interactions between different phases. Based on the revised framework, he contends that task motivation is dynamic and is ‘co-constructed’ (Dörnyei, 2002, p156) by task participants. In other words, the contexts in which the learners are located influence the construction of their language motivation. In addition to Dörnyei and Ushioda, Bonny Norton (2000) from the poststructuralist perspective also argues that language motivation is socially and historically conditioned and therefore is constantly changing across learning process. In light of these theoretical progresses, Dörnyei (2005) calls for a focus on context in moving our understanding of language motivation forward. He argues, for example:

Scholars have come to reject the notion that the various traits are context-independent and absolute, and are now increasingly proposing new dynamic conceptualizations in which ID² factors enter into some interaction with the situational parameters rather than cutting across tasks and environments. (2005, p.218)

Therefore, as Dörnyei suggests, attention should be paid to the relationship between individual learners and situated contexts when we research language motivation. Hence, to have a deeper understanding about language motivation, the following section will look at how the contextual aspect of language motivation is theorised in the literature.

2.1.2. A focus on the contextual aspect of language learning motivation

A review of literature suggests that researchers’ understanding of the contextual aspect of language motivation has been greatly deepened over the past two decades. Firstly, in her social identity model, Bonny Norton (1995, 2000) argued that language learners’ situated contexts play an important role in shaping their language motivation. In this century, researchers, such

² ID stands for ‘individual difference’

as Dörnyei (2009) and Ushioda (2009), further emphasise that the interplay between language learners and their situated contexts is bi-directional and it is through such interaction that learners' language motivation is constructed. In this section, I will discuss how these theoretical breakthroughs conceptualise the contextual aspect of language motivation and how they have inspired methodological innovations in researching language motivation.

Arguably, in Gardner's (1985) proposal of socio-psychological model of L2 learning, contexts are also implicitly researched through learners' attitudes towards the target community or towards their learning environment. However, by regarding the contextual influences as embedded in learners' attitudinal dispositions, this model is essentially "a theory of individual, rather than socially or culturally constituted, motivation" (Ushioda, 2009, p. 216). In other words, it did not pay attention to how contextual influences come into play, along with individual factors, in constructing learners' language motivation. Since this section has a sharp focus on how learners' situated contexts influenced the formation of their language motivation, Gardner's model will not be included in the discussion.

2.1.2.1. Contexts conceptualised in the concept of 'investment'

One crucial theoretical breakthrough in expanding researchers' understanding of the contextual aspect of motivation goes to Norton's (1995, 2000) work, in which language learning motivation is reconceptualised as 'investment' and researched from a perspective of identity. Norton (2000) argues that learners' language motivation is tied with their social identities, which are constructed in multiple social and historical contexts. From this perspective, her work underscores the importance of social contexts in constructing learners' motivation to learn languages.

Specifically, Norton (2000) points out that language learners are social beings who have multiple identities in addition to being language learners. Therefore, researchers should study the language learner as a whole person whose language learning could be influenced by his or her other socially constructed identities. Moreover, based on Weedon's (1987) argument, Norton (2000) regards language as a place where social structures are constructed and contested, as well as the place where individuals' identities are formed. In other words, languages play a crucial role in shaping the relationships between individuals and social contexts. From this perspective, language motivation could be understood as learners' investment in their preferable

identities which are embedded in certain social or political structures. For example, in Norton's (2000) own empirical study which focused on five women who immigrated to Canada, one participant, Martina, was found to learn English hard due to her identity as a mother, as she regarded this language as an importance linguistic asset for her to integrate into Canadian society, by which she could earn money to support her children. As suggested by this case, language is viewed as an asset in a specific language community and language learning can be perceived as learners' effort to participate in that community and gain ideal social positions (Norton & Toohey, 2011).

One significant contribution of Norton's study is that it points out the importance of social contexts in influencing individuals' language learning and shaping their learning motivation. As learners' motivation is changing with regard to their social identities and the latter are embedded in their social and historical contexts, context in this model is not taken as a background motivational variable but as a dynamic construct which plays an active role in shaping learners' identities and motivation.

However, despite such significant theoretical insights, Norton's identity approach runs the risk of idealising "the communion of the person and the social context" (Valsiner & van der Veer, 2000:6). For example, as Kim (2011) argued, when researchers have analysed language learning motivation based on Norton's approach, they did not seem to have sufficiently explored the interaction between individual learners and their situated social contexts, based on which their identities might be contested and constructed, and influence their language motivation. This view was shared by Price (1996) in his critique of Norton's (1995) research. As Price suggested, Norton argued that Martina was motivated to learn English due to her identity as a mother who shouldered the responsibility to support the family. Yet there were insufficient explanations as to how Martina constructed the meaning of her identity as a mother temporally and contextually and why her identity as a mother could be so motivating that she could overcome all the contextual barriers erected against her, e.g., being marginalised by her co-workers. In other words, it seems that Martina's identity as a mother determined that she had to achieve high English proficiency and therefore must learn English hard.

Norton Peirce (1996) responded to Price's (1996) critiques by arguing that the duration of her data collection was only one year, during which it was Martina's identity as a mother that played a dominant role in forming her investment in English. Had the research lasted longer, she might

have been able to find that Martina's other social identities began to influence her English motivation. However, in my view, the focus of Price's critique was not whether it was possible that Martina was primarily motivated by her identity as a mother to learn English but why Martina's identity as mother could be such a strong motivator in her English learning. To answer this question requires a more in-depth look at how Martina interacted with the social contexts and constructed the meaning of her identity as a mother. As Price has written:

This is no indication of how Martina's identity as a mother varies in meaning and significance according to the ongoing discourse practice. The meaning of mother seems to be given by Martina herself, which she safeguards despite the changing discursive and social contexts to which she is subject. (1996, p. 333)

Therefore, it seems that Norton's research did not overcome the dichotomy between language learners and their situated contexts. This problem may lead to insufficient exploration of the contextual aspect of motivation. As Ushioda (2009) points out, learners are constantly constructing their personal meaning of learning the target language during their interactions with the contexts. If we neglect individuals' interpretation of, and reaction to, their contexts, learners' possible changes in terms of how they interpret the value of the target language will fail to be identified. This view can be supported by Kim's (2011) study which focused on Korean ESL immigrant learners. Findings in this study suggested that when these learners became more familiar with the host country, their interpretation of the value of the target language changed as a result of their deepened understanding of their surroundings, leading to changes in these learners' motivation. In other words, the role played by the language in shaping the relationships between individuals and contexts is not pre-determined but is constantly changing on the basis of learners' interplay with their situated contexts.

In summary, Norton's (2000) proposal of 'investment' underscores the significance of attending to social contexts when researching motivation. However, new conceptualisations are needed to further explore the bi-directional interactions between learners and contexts and how learners construct their personal meaning of learning the target language based on such interplay.

2.1.2.2. Focusing on the interplay between learners and contexts in theorising language motivation

Given this research gap, researchers have made further efforts to deepen our understanding of

language motivation by attending to the interplay between individual learners and their contexts. Three theoretical movements in this aspect will be discussed in this section.

The L2 Motivational Self System

One significant contribution has been made by Dörnyei and his followers. Dörnyei (2005, 2009) proposes the L2 Motivational Self System, in which he attempts to conceptualise language motivation from the perspective of learners' imagined future selves and their current learning experience. This theoretical model, as researchers suggest (e.g. Dörnyei & Ushioda, 2011; Ryan, 2008), has opened up new possibilities for looking into the relations between individuals and contexts.

Specifically, in this framework, Dörnyei (2005) contends that language learners' motivation could be studied with respect to three dimensions: ideal L2 self, ought-to L2 self and L2 learning experience. The ideal L2 self represents learners' aspirational images of how they will use L2 in the future and the ought-to L2 self is related to learners' obligations and their desire to avoid negative outcomes. These two dimensions are future-oriented and are appropriate for explaining relatively long-term motivation. Lastly, the L2 learning experience represents the third kind of motivation that derives from learning environments and experiences. This dimension focuses on learners' day-to-day motivation, which derives from their situated contexts.

The beauty of this framework lies in its potential to address the interplay between individuals and their contexts. According to Dörnyei (2009) and other researchers (Ryan, 2008; Ushioda, 2011), learners' future selves are closely related to what learners can experience in their current learning and situated contexts, as it is based on their actual language experience that learners develop their understanding of value of the target language in relation to their future development. Since it was selected as the theoretical framework for this study, the details will be discussed in the next chapter.

'Person-in-Context' relational view

In addition to Dörnyei, Ushioda's (2009) 'Person-in-Context' relational view is another effort to stress the importance of researching learners' motivation with reference to the complex

interplay between themselves and their situated context. She perceptively points out that the formation of the motivation relates to the bi-directional interplay between language learners and their situated context. To be more specific, Ushioda argues that when studying language learning motivation, researchers should take the integration of language learners and their embedded contexts as the units of analysis so as to understand “the interaction between this self-reflective agent, and the fluid and complex system of social relations, activities, experiences and multiple micro- and macro-contexts in which the person is embedded, moves and is inherently part of” (2009, p.220). In other words, when researching language motivation, it is not sufficient to study how individual learners are influenced by their contexts, but also how learners make personal sense of and react to their contexts.

Conceptualising language motivation from a complex dynamic perspective

The Complex Dynamic System (CDS) also contributes to conceptualising the contextual aspect of motivation and attempts to overcome the dichotomy between individual learners and their situated contexts.

Specifically, the complex dynamic system is a framework that recognises the dynamic, interconnected and complex nature of human behaviours (Larsen-Freeman & Cameron, 2008). It is defined by Larsen-Freeman and Cameron (2008, p.26) as ‘a system with different types of elements, usually in large numbers, which connect and interact in different and changing ways.’ Notably, Larsen-Freeman and Cameron (2008) emphasise that context is an inherent part of the system and actively interplays with other elements in the system.

When applied to research on language motivation, the CDS also recognises the bi-directional relationship between individual learners and their located context (Dörnyei, MacIntyre & Henry, 2015). For example, Waninge, Dörnyei, and de Bot (2014) argue that from a CDS perspective, both language learner and the context are integral parts of the whole system of language learning and therefore these two elements “are not independent of one another but rather influence and change each other” (2014, p.706). From this view, language learners and their situated context are integrated and interact with each other, based on which language learning motivation is constructed.

2.1.2.3. Methodological breakthroughs in researching the contextual aspect of language motivation

A sharp focus on the contextual aspect of language motivation has also led to methodological breakthroughs in this research area. Specifically, as Dörnyei & Ushioda (2011) suggests, since contexts play an important role in shaping learners' language motivation, it is insufficient to research this construct only as a background variable which is reflected through learners' attitudinal dispositions and measured by closed-ended questions. Rather, a more context-sensitive methodological approach is needed to unravel the complexity of how learners' situated contexts influence individuals and how learners react to these contextual influences. This contributes to researchers' (e.g. Dörnyei & Ushioda, 2011; Norton, 2000; Pavlenko, 2002; Ushioda, 2009) growing interest in including qualitative methodology in studying language motivation, with respect to the potential of this approach for supporting contextualised investigation. For example, in Norton's (2000) research, ethnographic design was adopted, which provided thick descriptions of how learners' located social, historical and cultural contexts constructed their investment in learning English. Similarly, in her proposal of 'Person-in-Context' relational view, Ushioda (2009) also called for the inclusion of qualitative methods in capturing the relations between contextual structure and individual subjectivity. Moreover, a review of existing research underpinned by CDS again supports the importance of including qualitative methods in research language motivation, as many researchers (e.g. Henry, 2015; Yashima & Arano, 2015) focused on one or several individual learners and collected data from interviews or written journals. In short, with growing interest in the contextual aspect of language motivation, qualitative methodology has been accorded increased significance in researching this topic.

2.1.3. Existing gaps in conceptualising language motivation

Despite the theoretical progress in conceptualising the bi-directional interplay between individual learners and their situated contexts, such interplay has not been sufficiently explored in empirical studies. For example, a review of studies framed within the L2 Motivational Self System revealed that the majority of them focused on testing the validity of ideal L2 self, ought-to L2 selves and language learning experience and very little of them attended to the connection between learners' current experience and their future selves. This again means that language

motivation has been researched as a static construct. As Henry (2015) points out, much discussion on language motivation still tends to “‘freeze” current and ideal selves, presenting them as photographic stills rather than moving pictures’ (2015, p.126). One reason leading to this situation might lie in that the third dimension of the L2 Motivational Self System, the language learning experience, is relatively under-theorised, which might have prevented researchers from using it as a platform to look at how learners interact with their situated contexts. Therefore, a more specific conceptualisation of this dimension is necessary, which will be discussed when I explain the conceptualisation framework for this study.

Another research gap lies in that current theorisation of motivation is primarily based on research focused on English language learning motivation (Boo et al., 2015). However, given the special status of English as a global language, learners’ motivation to study it could be significantly different from their motivation to learn other languages. Therefore, a look at learners’ motivation to learn a foreign language other than English might contribute new insights to our understanding of language learning motivation.

A short summary

In short, the conceptualisation of language motivation has shifted from being theorised as a traitlike individual attribute to being viewed as a dynamic construct which changes temporally and contextually. In particular, it is the constant interaction between individual learners and their situated contexts that contributes to the dynamics of motivation, which is still awaiting further research to explore. Moreover, research on learners’ motivation towards learning another foreign language other than English is also needed to move forward the research agenda of language motivation.

2.2. Theorising L3 learning motivation

The focus of this section is to identify the particularity of L3 motivation and explore how to theorise L3 motivation in this thesis.

Firstly, based on a review of existing studies on this topic, three distinctive features of the L3 motivation have been identified.

- Firstly, compared to English, the value of learning an L3 seems to be more ambiguous in a globalised world. Therefore, how learners interpret the value of learning an L3 in the face of globalisation significantly influences their L3 motivation.
- Secondly, whereas English has become a global language, L3 is still related to specific language communities. Therefore, revisiting the relationship between individual learners and the L3 community becomes necessary.
- Thirdly, some learners may demonstrate a multilingual disposition, so a discussion of multilingual-oriented motivation seems to be important in researching L3 motivation.

A review of studies on these three aspects reveals that unlike English whose value is almost self-evident in a globalised context, learning an L3 may be strongly dependent on learners discovering their own personalised goals that are related to the L3. Therefore, a focus on L3 learners' individuality and how they construct their personalised meaning in relation to learning an L3 through their interactions with the contexts seems to be particularly important when researching L3 motivation.

In the following sections, I will firstly discuss the three distinctive features of L3 motivation by reviewing relevant studies. It should be mentioned that since the present study is located in a foreign language learning setting, I will mainly review those articles where participants were learning the L3 as a foreign language. Based on the review, I will put forward my argument that when researching L3 motivation, it is necessary to focus on learners' individuality and their ongoing interaction with their situated contexts.

2.2.1. The distinctive features of L3 motivation

2.2.1.1. Learners' ambiguous attitudes towards the value of learning an L3 in a globalised context

A review of literature (e.g. Csizér & Dörnyei, 2005; Csizér & Lukács, 2010; Henry, 2010, 2011) suggests that the value of an L3 in a globalised context might be ambiguous. Whereas some research (e.g. Csizér & Dörnyei, 2005; Csizér & Lukács, 2010; Henry, 2010, 2011; McEown, Sawaki & Harada, 2017) reveals that the rise of English as a global language seems to downplay the importance of other languages in intercultural communication and negatively influence

learners' L3 motivation, other research (e.g. Busse, 2017; Hennig, 2010; Oaks, 2013) suggests that in an increasingly globalised world, learning foreign languages has been recognized as a way to acquire distinctive linguistic identities. This indicates that how learners interpret the value of the L3 in a globalised context, in particular, in the face of the existence of English significantly influences their motivation.

Specifically, a few studies (Gabrys-Barker, 2010; Henry, 2010, 2011; McEown et al., 2017) revealed that individuals might regard learning an L3 as unnecessary due to the existence of English as a global language and therefore have limited motivation to learn an L3. These learners have been categorised by Henry (2017) as “contentedly bilingual self” (2017, p.553), as they show limited interest in learning another language and regard acquiring their native language and English as being enough for communication. These phenomena could be also observed in English native speakers (e.g. Coleman, Galaczi & Astruc, 2007, Handley, 2011). For example, findings from Coleman et al.'s (2007) suggested that the belief that ‘English is enough’ (2007, p.6) is prevalent in the UK and severely threatens UK pupils' motivation towards learning foreign languages. Therefore, as these studies have revealed, the rise of English as global language might threaten learners' motivation to learn an L3.

However, whereas many L3 learners doubt the value of the L3, some research suggests that some learners may regard the L3 as a valuable linguistic asset when it comes to participating in a global world. To be more specific, though English is undoubtedly important for individuals, it is being acquired by an increasingly large population. Hence, some individuals do not regard speaking English as giving them a unique competitive edge when participating in the global community; rather, they begin to value a foreign language other than English as a prestigious linguistic advantage in the global market. For example, Siridetkoon and Dewaele (2017) found in their study that some Thai students were motivated to learn an L3 as they believed it was rarely learnt and could bring them unique job opportunities, especially when foreign investment in their country increased. In comparison, they evaluated English as a basic international language, which was less likely to bring financial rewards. This research suggests that for learners who learn both English and other foreign languages, the latter might be regarded as a more special linguistic advantage which will allow them to appear distinctive in their community. Similar results have also been reported by studies based in the UK or US context (Oaks, 2013; Lanvers, 2016, 2017; Thompson & Vásquez, 2015). As these studies argue, some Anglophone speakers may rebel against the stereotypical image of British people or Americans

being monoglot and are therefore motivated to learn foreign languages. Lanvers (2016) has termed this kind of motivation as “anti ought-to language selves”, which depicts English native speakers’ motivation to learn foreign languages so as to be distinguished from their peers who only speak English.

Hence, existing empirical studies suggest that L3 motivation may greatly depend on how learners interpret the value of the L3 in a globalised context. Whereas many learners may consider the importance of the L3 to be lower in the face of global English, others may regard it as an opportunity to develop a distinctive linguistic identity by speaking a foreign language other than English.

2.2.1.2. Revisiting learners’ attitudes towards the L3 community

In addition to the influence of global English, another issue concerns the relationship between individual learners and the target L3 community. Unlike English, which becomes a global language, the use of the L3 is still closely related to specific language communities. Hence, as Dörnyei and Al-Hoorie (2017) point out, ‘a reconsideration of the attitudinal link between the learner and the respective community’ is necessary (2017, p.459).

A review of existing empirical studies supported the view that language learners’ attitudes towards the L3 community might still play an important role in shaping their L3 motivation (e.g. McEown et al., 2017; Yu, 2010). For instance, Busse and Williams’ (2010) study, which looked at UK learners’ motivations towards learning German, has found that some learners’ motivation was closely tied to their interest in German culture. Similarly, Gao’s (2009) study revealed that Chinese learners’ motivation to learn Korean was significantly influenced by their appreciation of Korean people.

However, whereas learners’ positive attitudes towards the target language community are found to be important in shaping their motivation to learn an L3, such positive attitudes might not be equally related to the ‘integrative motivation’ (Gardner, 1985). Specifically, although learners appreciate the value or culture of the target language community, they may not necessarily have the intention to integrate into the L3 society. For example, in the previously mentioned study by Busse and Williams (2010), though learners’ interest in German culture enhanced their motivation, they were rather indecisive when answering questions like whether they had affinity

towards, or wanted to be more like, German people.

Other research further points out that learners' interest in the L3 culture may be related to learners' recognition of the target L3 culture as being accorded with their core or desirable values. For example, Hennig's (2010) research on Hong Kong learners' motivation towards learning German found that learners regarded learning German as a way to become "strong, powerful and superior" (2010, p. 319), which was believed by learners to be the core value of German culture. It is also interesting to note that learners' impression of German culture might not have come from their personal contact with German people or experiences in Germany but from their friends' accounts of Germany or stereotypical impression of Germany held by people from Hong Kong. This indicates that the formation of learners' attitudes towards the L3 community in a foreign context may be closely related to their individuality and their interactions with their situated contexts.

2.2.1.3. A discussion of multilingual-oriented motivation

Another important feature of L3 motivation research is that it includes a discussion of multilingual-oriented motivation. As researchers (Dörnyei & Al-Hoorie, 2017; Ushioda, 2017) point out, the theorisation of language motivation is deeply rooted in the field of second language acquisition, which has a prominent monolingual bias. From such a theoretical perspective, the research on language motivation mainly focuses on the target language. However, when learning an L3, learners may not focus only on achieving high proficiency in the specific L3, but also on enlarging their holistic linguistic repertoire, with their L1, L2 and L3 being interconnected with each other (Dörnyei & Al-Hoorie, 2017; Henry, 2017; Ushioda, 2017). Cenoz (2013) also points out that when researchers look at trilingual language education, a focus on multilingualism should be necessary. It is therefore suggested that the conceptualisation of the L3 motivation should move away from a monolingual track and attend to the multilingual disposition of L3 learners.

A look at the existing literature reveals that researchers have already made efforts to reconceptualise motivation from a multilingual perspective (Busse, 2017; Henry, 2017; Ushioda, 2017). Before I review their newly proposed theorisation of multilingual-oriented motivation, it is necessary to give a clear definition of 'being multilingual'.

The definition of 'being multilingual'

Existing literature suggests that the conceptualisation of 'being multilingual' involves an extended theorisation of 'language'. Traditionally, a language is understood as an independent linguistic system with homogenous pairing of lexicon and syntax. According to such conceptualisation, multilingualism is regarded as the co-existence of multiple languages. However, though the existence of multiple languages may form the foundation for becoming multilingual, it does not capture the essence of multilingualism. As researchers (e.g. Agnihotri, 2014; Cook, 2016; Leung & Scarino, 2016; Ushioda, 2017) underscore, one characteristic of multilingualism is the interaction and fluidity between languages, which constitutes individuals' holistic linguistic and cultural repertoire.

Specifically, researchers have found that multilingual individuals are not only able to use different languages but also to use multiple languages as a whole to expand their linguistic repertoire. According to Cook (2016), in a multilingual mind, multiple languages do not exist in isolation but constitute a holistic system. Multilingual individuals are able to identify the interrelationship between different languages and demonstrate multi-competence. Agnihotri (2014, p.365) also proposes the notion of 'multilinguality', which stands for "acquiring and sustaining fluidity in our linguistic behaviour". Under this theorisation, Agnihotri rejects the idea of analysing languages as separate entities or regarding multilingualism as a phenomenon of L1+L2+L3; rather, for individuals who acquire multiple languages, it is their "innate" (2014, p. 365) ability to use multiple linguistic codes in a fluid way. In other words, the linguistic competence of a multilingual individual should be conceptualised in terms of being able not only to speak different languages but to draw on a broad linguistic and cultural repertoire in a fluid and interactional way. In short, multilingualism focuses on addressing individuals' multiple languages "as a whole" rather than "separated into distinct sub-identities" (Aronin, 2016, p.145).

Ideal multilingual self

Having recognised the existence of multilingual dispositions, researchers have made efforts to theorise this newly identified motivation. One very innovative attempt is Henry's (2017) proposal of 'ideal multilingual selves', which represents L3 learners' aspirations to become multilingual in the future. Specifically, he argues that for multilingual learners, their different

languages, for example, Lx and Ly, are likely to interact with each other. When such interaction takes place in a harmonious way, cross-linguistic interplay may occur and learners' Lx and Ly may both be active in their cognition. In these circumstances, a multilingual system emerges, which would contribute to learners' aspirations to become multilingual; in other words, their ideal multilingual selves will appear.

Notably, one distinctive feature of ideal multilingual selves is they can be highly abstract and subjective. To be more specific, when learners are learning a specific language, it may not be too difficult for them to construct a relatively detailed future image of using the target language, for example, learning about the target culture or communicating with others who speak that language. In the case of being multilingual, however, such specific imaginations seem to be much harder to envisage (Henry, 2017). For instance, in all the examples illustrated by Henry (2017), ideal multilingual selves are embodied by learners' desire to be "less limited" or for "expanding awareness" (2017, p.588), which seems to be related to individuals' personal feelings or mentality, which could be hardly described in detail.

The reason for the abstraction of ideal multilingual selves, according to Henry (2017), is that learners' multilingual system may exist as a mental representation which is at a higher level than their specific linguistic systems, such as L1, L2 or L3. As touched on previously, learners' ideal multilingual selves come into existence when learners' multiple languages interact and are all active in their cognition. In this sense, multilingual selves are positioned at a higher level of construal than specific Lx or Ly selves. Based on psychological findings (Fujita & Liberman, 2015), such higher-level construals are harder to envisage, as they might be less closely related to individuals' current lives and less readily for "mental concretization" (Henry, 2017, p.557). For example, as Henry suggests, during the process of learning an Lx, learners are likely to have opportunities to experience Lx culture or communicate with Lx native speakers, which lays a foundation for learners to imagine using the Lx in the future. However, the experience of being multilingual seems to be much less immediately obvious in the course of learning and thereby harder to be represented in mental imagery.

Nevertheless, being abstract does not mean learners' ideal multilingual selves would be less motivating; rather, these images have substantial motivational impact. Based on psychological findings (Fujita & Liberman, 2015), Henry (2017) argued that higher-level construals are more likely to represent the essence of individuality. Therefore, though being multilingual could be

hardly envisioned with regard to specific time or context, they are “rich and elaborated in terms of the aspirations that they embody” (Henry, 2017, p.558), which contributes to its prominent motivating effect.

Empirical evidence to substantiate the existence of multilingual-oriented motivation and the need for further research

As the need to focus on multilingual-orientated motivation has only been proposed very recently, empirical data to substantiate the validity of such a motivational construct is still limited. Nevertheless, the existence of multilingual-oriented motivation could be implicitly identified from some existing studies, though further research is still needed with a clear focus on this motivational construct.

Firstly, to the best of my knowledge, the only study that has clearly raised the idea of ‘plurilingual motivation’ has been conducted by Busse (2017). In the study, the author discovered the “plurilingual ideal *selbst-bildung*” (2017, p.578) as a new motivational construct, which represents learners’ motivation to be an educated European citizen by being competent in various languages. This finding suggests that learners’ motivation to learn an L3 may be related to their desire to become more multilingual and multicultural.

Although Busse’s (2017) study is the only one to focus specifically on multilingual-orientated motivation, other studies also to some extent implicitly support the existence of this motivational construct. For example, Oaks (2013) found in her study that UK learners’ motivation to learn French and Spanish was closely related to their ‘international posture’, a motivational construct proposed by Yashima (Yashima, 2009, cited in Oaks, 2013) to reflect individuals’ interest in global affairs and in being more competent in intercultural communication. Specifically, according to Yashima (2009), ‘international posture’ was proposed in light of Gardner’s concept of integrativeness (1985). However, instead of conceptualising learners’ language learning motivation based on language learners’ appreciative attitudes towards a specific L2 community, ‘international posture’ captures individuals’ desire to integrate into the international community. Such discussion of L3 motivation seems to share similarities with the ideal multilingual self, as learners learnt the L3 to build up their overall linguistic and cultural competence rather than only to improve their competence in communicating with a specific linguistic community. Similarly, in Lanvers’

(2016) research, many participants also displayed a multilingual disposition. For example, some participants regarded learning foreign languages as a way to be better informed about other cultures. Some even expressed their desire to have three languages in order to be a more qualified global citizen. It seems that these learners did not particularly focus on how proficient they could be in a specific language but more on their desire to know more languages.

However, although Oaks' (2013) and Lanvers' (2016) studies suggest the existence of multilingual-oriented motivation, the notion of being multilingual was not raised or clearly defined in these studies. For example, in Oaks' (2013) study, the notion of 'international posture' (Yashima, 2009, cited in Oaks, 2013) seemed to be a combination of learners' multilingual dispositions and their desire to use the L3 for instrumental reasons. For example, whereas some learners regarded the value of learning an L3 as a means of becoming "a more open-minded person", others just want "access to jobs" (Oaks, 2013, p. 186). While the former includes the interchange between languages and could possibly be regarded as multilingually focused, the latter seems to be related to the instrumentality of a specific L3. Similarly, in Lanvers' (2016) study, learners' motivation to be multilingual was theorised within the framework of 'anti ought-to selves' which focuses on English native speakers' rebellion against the monolingual mindset in their situated contexts. In other words, these learners were trying to distinguish themselves from their monolingual peers by being able to speak another language. Therefore, in this study, learners' multilingual dispositions were also entangled with other motivational constructs. In this sense, although the motivating effect of multilingual-oriented motivation can be implicitly identified in previous studies, this kind of motivation has not been clearly defined. Therefore, more research which has a clear and well-defined focus on this motivational construct is needed.

In short, ideal multilingual self is a very innovative theoretical notion which aims to capture the multilingual disposition of L3 learners. It does not focus on learners' desire to achieve proficiency in one specific language, but their aspirations to learn more languages to expand their linguistic and culture repertoire. Further research is needed to fully explore this kind of motivation.

2.2.2. L3 motivation: Constructed by an interaction between learners and their contexts

Based on the previous review, in this section, I will argue that the research on L3 motivation needs a sharper focus on learners' ongoing interactions with their situated contexts.

2.2.2.1. L3 motivation as dependent on learners' personalised meaning of learning an L3

Firstly, the review of the three distinctive features of L3 motivation suggests that future research on L3 motivation may require a closer look at how learners formed their personalised meaning of learning an L3. As suggested by the review, these learners' L3 motivation was highly dependent on how they interpret the value of learning an L3 in a globalised context, especially in the face of the existence of English; whether they regard the cultural values of the L3 community as being accorded to their core values; and whether they evaluate being multilingual as important.

Admittedly, the importance of learners' individuality in shaping their language motivation has already been paid attention to when researchers still focus on learners' English motivation (e.g. Dörnyei, 2009; Ushioda, 2009). Nonetheless, as the status of English as a globalised language is nearly unquestionable, the significance of learning English is more or less self-evident. In other words, in a context in which English is used worldwide, English learners do not need to keep asking themselves why they are learning English. In fact, although longitudinal studies (You & Chan, 2015) revealed that learners may adjust their aspirations of how to use English in the future during their learning progress, they seldom doubted the importance of learning English.

However, the value of learning an L3 seems to be much more ambiguous. In particular, in a foreign language learning setting, learners do not have the urgency to learn an L3 which might not be widely used in either local or globalised contexts. In this case, to discover the value of learning another foreign language, it greatly depends on individual learners' meaning-making process. Therefore as Dörnyei and Al-Hoorie (2017) suggest, learners' L3 motivation is much more dependent on learners' personalised goals, compared to their English learning motivation.

2.2.2.2. Learners' personalised meaning of learning an L3 as contextually constructed

Whereas learners' L3 motivation is closely related to the personalised value that they attach to the L3, such value, however, could not be equally related to personal traits. Rather, it is intimately associated with learners' interactions with their situated contexts, on the basis of which learners discover their personal meaning in relation to learning an L3. As Lanvers (2017) suggests, L3 learners are situated in multi-layered situated contexts, be they related to family, institution, social environment or national language policy. These contexts may provide them with very different information about the value of the L3. Therefore, learners' evaluation of the value of the L3 might involve a complex negotiation with a variety of contextual influences. Hence a focus on learners' ongoing learning experiences and their interaction with their located contexts seems to be at the core of understanding their L3 motivation.

2.2.3. Research gaps in studying L3 motivation

Despite the theoretical progress in the field of L3 motivation, research gaps still exist. Firstly, as mentioned in the previous section, researchers are still more likely to focus on identifying goal-oriented motivational constructs and neglecting the role played by learners' ongoing interactions with their contexts in constructing their language motivation. This situation might be worse in the case of L3 motivation, as even rarer research has focused on the complex interplay between L3 learners and situated context in constructing their L3 motivation. In particular, to the best of my knowledge, very few studies have taken a longitudinal perspective in investigating how L3 learners formulate their L3 motivation across time and context. However, since the L3 motivation seems to be closely related to how learners construct their understanding of the value of learning an L3 temporally and contextually, research looks at the evolutionary trajectory of L3 motivation could be valuable.

Secondly, current research has mainly focused on understanding the nature of L3 motivation and few of them have looked at how to motivate L3 learners. However, as Dörnyei and Ryan (2015) point out, the focus of language motivation research is not limited to motivaTION but also motivaTING. Therefore, an investigation into whether classroom intervention could improve L3 learners' learning motivation is also important in moving this field forward. Notably, the classroom intervention itself can be regarded as a significant aspect of contextual influences,

so the examination of the effect of the intervention also requires researchers to pay attention to how learners interact with this kind of contextual influences.

To bridge these research gaps, my research adopted a longitudinal design, which looked at how learners constructed their L3 motivation over one year of learning and whether classroom intervention influenced the formation of their L3 motivation. Specifically, I framed my research within Dörnyei's (2005, 2009) L2 Motivational Self System, which, as mentioned before, has the potential to address the interplay between individual learners and their contexts. In particular, to ensure that such interplay could be researched more thoroughly, I extended the notion 'language learning experience' by referring to Dewey's (1938) notion of experience. The details will be discussed in the next chapter.

Chapter Three

Conceptualising L3 Motivation from a Self Perspective

In this chapter, I will justify my choice of selecting the L2 Motivational Self System (Dörnyei, 2005, 2009) as the conceptual framework for the present study. Firstly, I will clarify the definitions of the key elements of the L2 Motivational Self System, namely, the ideal language self, the ought-to language self and language learning experience. Notably, as language learning experience has been relatively under-theorised in previous research, I will draw on Dewey's (1938) definition of experience to delimit the scope of how this motivational construct was used in the present study. Secondly, I will justify why the L2 Motivational Self System was suitable for this study to research L3 motivation. In particular, I will argue that by focusing on learners' current experience and future selves, this model offers a promising lens to allow language learning motivation to be theorised with regard to the interaction between individual learners and their contexts. Research questions will be raised at the end of this chapter.

3.1. The L2 Motivational Self System

The L2 Motivational Self System (Dörnyei, 2005, 2009) is a theoretical framework which conceptualises motivation from the perspective of self. According to Dörnyei (2009), language motivation is closely related to learners' internal identification, so a focus on self may help to explain the complexity of motivation. Specifically, in this framework, the notion of self is

elaborated with respect to two aspects, namely, learners' future selves and present learning experience. Firstly, Dörnyei argues that learners' imaginations of how they will use the language in the future significantly contribute to their language motivation. Two kinds of future-oriented language selves are proposed accordingly. The ideal language self is concerned with learners' aspirations to use the language in the future and ought-to language self deals with learners' sense of obligation to meet others' requirements or expectations. In addition to future-oriented selves, Dörnyei (2009) also put forward a present-focused motivational construct, namely, language learning experience, which is used to represent learners' day-to-day motivation arising from their current learning and situated contexts. In the following sections, I will deal in-depth with each motivational construct with the aim of clarifying their definitions.

3.1.1. Future dimension: The ideal and ought-to language selves

One of the most significant contributions of the L2 Motivational Self System probably lies in its re-theorisation of language learning motivation from the perspective of learners' future selves, specifically, the ideal and ought-to language selves. It should nevertheless be mentioned that though focusing on the future, the ideal and ought-to L2 selves are by no means equivalent to static future goals; rather, they should be understood as dynamic motivational constructs which are constantly changing across time and space, as Dörnyei (2009) suggests. Before I clarify the definitions of the ideal and ought-to language selves, it is useful firstly to look at the conceptual framework that these two constructs are based on.

3.1.1.1. Conceptual basis: Possible Selves and Self-discrepancy Theory

The ideal and ought-to languages selves are conceptually based on Markus and Nurius' (1986) notion of 'Possible Selves' and Higgins's (1987) Self-discrepancy Theory. Specifically, possible selves refer to the "individual's idea of what they might become, what they would like to become, and what they are afraid of becoming" (Markus & Nurius, 1986, p.954). With reference to the Self-discrepancy Theory, Dörnyei (2009) further proposes two kinds of possible selves, which have a prominent "guiding function" (2009, p.13) in influencing learners' language learning, namely, the ideal language selves and the ought-to language selves. Therefore, to better understand ideal and ought-to language selves, it is necessary to specify the definition of possible selves.

A review of literature suggests that possible selves represent individuals' imaginations of their future states which involve personalised experience. In other words, possible selves are not abstract goals but individualised and specific hopes, fears or fantasies (e.g. Dörnyei, 2009; Erikson, 2007; Markus & Nurius, 1986). According to the examples given by Markus and Nurius (1986), 'getting a BA' could be too abstract a goal to be undergraduates' possible selves; rather, it should be 'my getting a BA', which includes specific individual imagination of achieving a bachelor degree. Based on Markus and Nurius' conceptualisation of possible selves, Erikson (2007) has made further efforts to clarify the definition of possible selves. According to Erikson, the definition of possible selves should avoid two pitfalls. On the one hand, they should not be defined as very broad hopes or desires which are universally believed by the whole society, such as 'being a good parent'. On the other hand, they should also not be defined in too narrow a way, with possible selves being regarded only as one's expectations of what will actually happen. Instead, possible selves should be understood as "experienced meaning" (Erikson, 2007, p.354), which means they include "at least to some degree, an experience of being an agent in a future situation" (Erikson, 2007, p.356). From this perspective, possible selves are not abstract future end-states but something individuals could experience when imagining their future. Such definition is in line with Dörnyei's (2009) argument that possible selves are related to imaginings which people can "experience as reality" (2009, p.16) and entail concrete images and senses.

It is also notable that although the possible selves represent individuals' imaginations of the future, they are closely related to people's current experiences and their ongoing interactions with their situated context. As previously mentioned, possible selves involve personalised experience. Existing research suggests (e.g. Dörnyei, 2009; Erikson, 2007; Markus & Nurius, 1986; Markus & Ruvolo, 1989) that such individualised experiences are not formed without foundation, but are enriched and furnished by individuals' current experiences. For example, when proposing the notion of possible selves, Markus and Nurius (1986) have already pointed out that individuals' possible selves are formed by their actual representation of the self in particular sociocultural contexts. Markus and Ruvolo (1989, p.213) further argue that possible selves are constructed as "a bridge of self-representations between one's current state and one's desired or hoped-for state", indicating possible selves are rooted in learners' current self-representations.

In short, possible selves are conceptualised as individuals' self-representations of their future

state. Such self-representations entail individualised experiences which are constructed in close relationship with individuals' current experience and situated context. Since the ideal and ought-to language selves are proposed on the basis of possible selves, the clarification of possible selves lays the foundation to discussion of the theorisation of ideal and ought-to language selves.

3.1.1.2. The definition of ideal and ought-to language selves

Based on previous discussion, this section specifically looks at how the notion of ideal and ought-to language selves are conceptualised and why they contribute to learners' language learning motivation.

The definition and scope of ideal language self

With reference to possible selves, the ideal language self should be understood as a dynamic construct, entailing personalised experience that is contextually constructed. Specifically, as researchers point out (Dörnyei, 2009; Dörnyei & Chan, 2013), the key element of learners' ideal language self is "imagery" (Dörnyei & Chan, 2013, p. 439) which involves individuals' visions and senses and constitutes "reality" (Dörnyei & Chan, 2013, p.440) for individuals. Such 'reality', as mentioned before, is constructed through learners' personal experience and ongoing interactions in their contexts.

Another point that needs to be clarified is that learners' ideal language selves may vary in terms of specificity and elaborateness. Firstly, as Richardson (1994) suggests, individuals differ in terms of cognition, which influences the vividness of their imagery about their ideal future. In addition, learners' difference in terms of situated contexts may also lead to variations with regard to the elaborateness of their ideal selves. As mentioned before, the formation of learners' ideal selves is closely related to their current experience and situated contexts. Therefore, when located in different situations, learners' current experience may vary, contributing to the variations in their ideal language selves. For example, in his empirical study in Indonesia, Lamb (2012, 2013) found that the ideal English selves of learners from the countryside were more like a "fantasy" (2013, p. 24), as they had only a vague idea that English would bring them a better future but were unable to clarify how English would change their future. In comparison, learners from cities were more likely to develop vivid and plausible ideal English selves. Hence,

although all the ideal language selves include personalised imaginations (Dörnyei, 2009), they could vary significantly in terms of specificity, ranging from vague fantasies to elaborated ambition.

Other researchers (Henry, 2015; You & Chan, 2015) have further found that individuals' ideal language selves can actually change in terms of their specificity and elaborateness in the course of language learning. For example, the empirical study carried out by You and Chan (2015) revealed that some learners' ideal L2 self-imagery developed from a vague vision to a specific and well-planned visualisation. Therefore, not only may different learners display differences in their ideal language selves in terms of specificity, but the vividness of the same learner's ideal language selves may also constantly change during the learning process, moving from vague to elaborate or vice versa.

In short, learners' ideal language self involves personalised imagery of learners' desired future self-representation, which is related to learners' ongoing interactions with their situated contexts. They may differ and change in terms of specificity with regard to different individuals or learning stages.

The definition of ought-to language self

Similar to the ideal language self, the ought-to language self is also one kind of language learners' possible selves. Therefore, it also entails personalised experience and has the possibility to change over the course of the learning process. However, compared to ideal language selves that represent learners' own aspirations for using the language in the future, ought-to language selves are concerned with learners' duty to meet others' expectations and therefore represent more externally-located motivating forces. According to the definition given by Dörnyei (2009), the ought-to language self refers to "the attributes that one believes one *ought to* possess to meet expectations and to avoid possible negative outcomes" (2009, p. 29). In this study, this definition was adopted to understand the motivational construct of 'the ought-to L3 self'. However, although I followed Dörnyei's (2009) original definition of ought-to language self, it should be mentioned that the understanding of this motivational construct is divided in the literature. Therefore, to fully justify my decision, a discussion of the controversy over ought-to language self is necessary.

The main debate over the ought-to language self is concerned with the blurred boundary between this construct and the ideal language self. Specifically, although the ought-to language self is generally understood as more extrinsic motivation, the distinction between the ideal self and the ought-to self is not clear-cut, as others' expectations for individuals (the external reference for the ought-to self) could be internalised by the latter (Lanvers, 2016; Ryan, 2008). For example, as Lanvers (2006) argues, learners might be motivated to learn by their fear of being punished by teachers or by their hope to meet teachers' expectations. Whereas learners are nearly forced to learn the language because of their fear of teachers' power in the first scenario, in the second case, learners more or less identify with the teachers' values. In other words, although learners in both cases are motivated by ought-to self, those in the second case are to some extent more intrinsically motivated than their counterparts in the first case. Therefore, Lanvers (2016) argues that learners' ideal and ought-to language selves are not completely separate but exist in a continuum. In most cases, learners are neither purely internally driven nor entirely externally driven but are motivated by their internalised beliefs of others' expectations. In the face of this situation, Lanvers (2016) proposed a new model to conceptualise the internalisation of motivation with four kinds of motivational constructs, namely, others' vision of the ought self; others' vision of the ideal self; own self: ought; own self: ideal, ranging from the most extrinsic motivation to the most intrinsic motivation.

Admittedly, Lanvers (2016) is very perceptive in pointing out that the ideal and ought-to language self are not two opposite extremes, but rather points on a continuum. But ambiguity still exists. Firstly, it is not easy to clearly define 'own self: ought'. According to Lanvers, it means that "internalised goals that stem from outside" (Lanvers, 2016, p. 80). But referring back to Lanvers' (2016) own study, the application of this notion in her study seems to be unclear. For example, Lanvers categorises learners' affinity for the target language community as 'own self: ought'. However, it seems confusing to me that why learners' appreciation of the target language community should be regarded as an internalised goal which originates from the external forces. As mentioned before, learners may develop their interest in the target culture when they regard it as aligned with their own values. In other words, although they show respect for the target language community, their appreciation of the target culture may still result from their personal interest. Moreover, in the same study, Lanvers regarded learners' hope to be more internationally informed as their 'own self: ideal'. However, it is hard to see why learners' interest in the target language community would be necessarily more extrinsic than their hope to be more international.

Moreover, it is also hard to differentiate between other's vision of the ideal self and 'own self: ideal'. According to Dörnyei's (2009) own explanation, he does not specifically distinguish between what others expect the individual to do in an ideal state and to what learners themselves aspire for their future because of the difficulty of differentiating these two notions in practice. This might be particularly true when researching motivation in Asian culture. As researchers (MacIntyre, Mackinnon & Clément, 2009; Ushioda, 2009) have warned, collectivism and interdependence are deeply rooted and highly valued in Asian culture. Therefore, the boundary between the ideal self and others' vision of ideal self can be even more blurred in the case of Asian people, as their construction of their ideal future may be intimately related to the expectations of significant others. For example, fulfilling parents' expectations can be part of children's own aspirations for the future. Therefore, it is not always practical to differentiate other's vision of ideal self from one's own vision of ideal self, especially in Eastern culture.

Therefore, I agree that the ideal language self and the ought-to language self stay in a continuum with the ideal self representing future images more closely related to learners' own aspirations and, the ought self, more to external controls. However, to avoid the risk of leading to new ambiguity over the definition of the ought-to language self, I stuck to Dörnyei's (2009) theorisation which delimits the boundary of the ought-to self with reference to learners' beliefs of what they *should* possess. For example, when dealing with expectations of parents, if my participants regarded meeting these expectations as their 'responsibility', I coded it as the ought-to L3 self. But if they thought their parents' expectations were aligned with their own aspirations, I regarded it as the ideal L3 self. More details will be discussed in the chapters of methodology and findings.

The motivating effect of the ideal and ought-to language selves

Following the clarification of the definition of ideal language self, it is necessary to look at why ideal and ought-to language selves can influence learners' motivation to learn a language. As aforementioned, the defining element of future language selves is personalised imagery. Based on previous psychological studies (e.g. Boyatzis & Akrivou, 2006; Gregg & Hall, 2006; Markus & Ruvolo, 1989; McMahon, 1973), Dörnyei (2009) argues that such imaginations are motivating in nature. He further draws on the Self-discrepancy Theory (Higgins, 1987, 1998) to explain that the rationale for the motivating function of future language selves lies in that individuals are motivated to reduce the gap between their desired/ought-to self-representations

and their actual selves. Existing literature also substantiated that learners' future language selves can significantly influence their L3 motivation. (e.g. Al-Shehri, 2009; Lamb, 2013; Papi, 2010; You & Chan, 2015)

Particularly, existing research suggests that the role played by ought-to language selves might be prominent in Asian contexts, including China. For example, Taguchi, Magid and Papi' (2009) study revealed that Chinese learners' motivation towards learning English were closely related to these learners' sense of obligation to meet their parents' requirements. According to the researchers (Taguchi et al, 2009; Ushioda, 2009), the underlying reason might be that unlike Western society, Chinese learners put more emphasis on collective values and feel obliged to realise the wishes from their family. Therefore, as individuals in China are more likely to perceive themselves in collective terms, their sense of obligation to meet others' expectation, namely, their ought-to selves, might play a crucial role in shaping their learning motivation.

After a review of the conceptual basis, definitions and motivating effect of ideal and ought-to language self, the following conclusions are drawn to show how these two notions were used in the present study.

- Both ideal and ought-to language selves are part of learners' future selves and concerned with how they will use the target language in the future. But they are not static future goals but dynamic motivational constructs whose specificity and elaborateness could change during the learning process
- The ideal language self represents learners' own aspirations for the future, whereas the ought-to language self is more externally driven. However, they are not two opposite extremes but rather points on a continuum.
- The motivating capacity of learners' ideal and ought-to language selves comes from learners' desire to bridge the gap between their current learning experiences and future selves.

3.1.2. Learners' language learning experience

3.1.2.1 Controversies in defining 'language learning experience'

Unlike ideal and ought-to language selves, the third motivational construct, the language

learning experience, focuses on learners' motivation in relation to their ongoing experience and situated contexts. However, compared to future language selves, the third dimension of the L2 Motivational Self System is relatively under-theorised. Therefore, to clearly explain this motivational construct, Dewey's (1938) definition for experience was referred to in this study.

Specifically, the definition of 'language experience' in the existing literature is not sufficiently clear. In Dörnyei's (2009) proposal concerning 'language experience', he provides a very broad conceptualisation of this notion:

L2 Learning Experience, which concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success). (2009, p.29)

This explanation suggests that language learning experience is concerned with learners' situated contexts and current learning states, in contrast to the ideal and ought-to selves which are related to learners' future imaginations. However, "the immediate learning environment and experience" seems to be a vaguely defined notion, which could encompass a mixture of personal or contextually related motivational constructs. In fact, a look at the four examples given by Dörnyei also seems to suggest that the definition of language learning experience is relatively unclear. Whereas the impact of the teacher, the curriculum and the peer group reflects the contextual influence on individuals, the experience of success seems to be more closely related to learners' internal factors. Given such ambiguity in terms of definition, Dörnyei (2009) calls for future research to "elaborate on the self aspects of this bottom-up process" (2009, p. 29).

Nevertheless, a review of existing literature reveals that the ambiguity still exists with respect to how to define the third dimension of the L2 Motivational Self System. In a number of empirical studies (e.g. Busse & Williams, 2010; Csizér & Kormos, 2009; Islam, Lamb & Chambers, 2013; Taguchi et al., 2009), the L2 learning experience seems to be equated with learners' attitudes towards learning the L2. For example, when using closed questionnaires to examine the validity of this motivational construct, these studies have addressed the L2 learning experience with statements like "Learning English is really great" (Csizér & Kormos, 2009, p.115) or "I always look forward to my English classes." (Islam et al., 2013, p.242). However, although learners' attitudes towards their current language learning are related to their current learning experiences, such an attitudinal construct does not seem to fully address a motivational construct that is concerned with the "immediate learning environment and experience" (Dörnyei, 2009, p. 29). For instance, contextual influences, such as the impact from teachers,

peers and curriculum, are not explicitly covered in these questionnaires. It is also noticeable that in many of these studies (e.g. Taguchi et al., 2009; Islam et al., 2013), this variable is directly coded as ‘Attitudes towards English learning’ in the questionnaires but is framed with reference to ‘L2 Learning Experience’ in the literature review. Such inconsistency in the usage of terms exactly reflects the ambiguity in the definition of the third dimension of the L2 Motivational System.

The ambiguity in the definition of the L2 language learning experience may also result in this construct being less researched in empirical studies, in comparison with the ideal and ought-to selves. As Taylor (2011) argues, some research (e.g. Al-Shehri, 2009) only focused on testing the validity of the ideal L2 self and excluded the discussion of the L2 language learning experience. In other research (Csizér & Kormos, 2009; Taguchi et al., 2009), given the compounding definition of this component as previously mentioned, the conclusion that the L2 language experience is related to learners’ language motivation seems to be surprising. Therefore, to deepen our understanding of the L2 learning experience, a clearer definition of this construct is necessary.

Some researchers have already made efforts to clarify the definition of language learning experience by focusing on contextual facet of learners’ language learning experience. In Ryan’s (2008, p.118) research, the language learning experience is understood as “participatory dimension that reconciles the individual with the social context”. It is through such experiences that language learners position their sense of selves in broader social contexts. For example, Ryan argues that the English learning experience of Japanese learners has been shaped by the necessity of learning English in a globalised context and the ambiguous status of English in the Japanese context. Therefore, rather than equating language learning experience with learners’ attitudes towards the learning of the target language, Ryan insightfully conceptualises this construct as socially conditioned and contextually dependent.

In fact, a reflection on the nature of language motivation also suggests that the language learning experience should be conceptualised with reference to the interplay between individual learners and their situated contexts. As mentioned in the previous chapter, learners’ motivation does not represent personal traitlike attributes so the language learning experience should not be simply equal to learners’ personal factors. Rather, motivation is constructed during learners’ meaning-making process in their contexts. As the language learning experience represents learners’ day-

to-day motivation, it is actually related to how learners make their personal meaning of learning the target language in their situated contexts.

3.1.2.2 A working definition of ‘language learning experience’

In the present study, I provided a working definition of ‘language learning experience’ with reference to Dewey’s conceptualisation of ‘experience’, as the latter interprets ‘experience’ with regard to the interaction between individual learners and their situated contexts.

Specifically, Dewey has proposed that individuals’ experience should be understood as a transaction taking place between individuals’ internal factors and their located environment. He proposed that “every experience is constituted by interaction between “subject” and “object”, between self and its world, it is not itself either merely physical or merely mental.” (Dewey, 1981, p.251) In other words, in Dewey’s understanding, ‘experience’ is neither purely subjective nor objective. Rather it is conditioned by both objective environment and personal factors, and is constituted by “an interplay of these two sets of conditions” (1938, p. 42). He has also pointed out two characteristics of ‘experience’, namely, continuity and interaction. ‘Continuity’ refers to the fact that individuals’ past, present and future experiences are located along a continuum, which will be explained in more detail in the following sections. ‘Interaction’ exactly emphasises that experience reflects the interconnection of individuals and environment. As mentioned before, such a conceptualisation is in accordance with the understanding of language learning experience in this study and therefore was used as a working definition of this motivational construct.

3.2. Selecting the L2 Motivational Self System as the theoretical framework

The L2 Motivational Self System was selected as the theoretical framework for this study. Admittedly, I had also attempted to frame my research with reference to other theoretical models, for example, the Complex Dynamic System. However, although this system also emphasises conceptualising the contextual aspect of language motivation, as mentioned in the previous chapter, it requires researchers to look in-depth into the idiosyncratic features of every individual learner. Therefore, this framework does not fit well with the purpose of my study, as

I aimed to identify some general features of Chinese learners' L3 learning motivational trajectories. Comparatively, the L2 Motivational Self System was a more suitable choice. Firstly, it provided a platform for conceptualising the construction of language learning motivation with respect to the interplay between individual learners and their situated contexts, which has been considered as key to the research on L3 motivation. Secondly, it had the potential to explore multiple motivations (MacIntyre, et al., 2009), and therefore provided a platform for the inclusion of multilingual-oriented motivation in the discussion of L3 motivation. Lastly, this framework opened up new possibilities for educators to investigate how to construct learners' L3 motivation and suited second research aim of the present study to examine whether learners' L3 motivation could be enhanced by classroom intervention.

3.2.1. Researching motivation with a focus on the interplay between individuals and contexts

Although in this framework, Dörnyei (2009) proposes three distinctive motivational constructs, namely, the ideal language self, the ought-to language self and the language experience, these constructs do not exist in isolation but are in constant interaction. In fact, it is such interaction that makes the whole system applicable to capturing the dynamic nature of language motivation and explaining how it is constructed through the interplay between language learners and their contexts. Specifically, the interaction is manifested in four aspects.

- Firstly, since the language learning experience is understood as a transaction between individuals and their situated contexts, this dimension provides a lens through which to look at how learners' day-to-day motivation is contextually constructed.
- Secondly, learners' ideal language self and ought-to language self stay in a continuum, and the internalisation of ought-to language self may occur. That is to say, language learners' ideal selves may develop in relation to the influences from significant others in their situated contexts.
- Thirdly, as mentioned before, learners' ideal and ought-to selves are rooted in their current learning experience. Therefore, learners' ongoing interactions with their contexts function as a mediating force for the construction of their future selves.
- Lastly, learners' existing ideal or ought-to selves may, in turn, function as an internal appraisal framework and influence their interpretation of current learning experiences and reaction to their situated contexts.

As the first two aspect of interaction has been discussed when I defined ‘language learning experience’ and ‘ought-to language self’, the following explanations will focus on illustrating the third and fourth aspects.

3.2.1.1. The influence of learners’ language learning experiences on their future language selves

Firstly, learners’ future language selves (the ideal and ought-to language selves) are deeply rooted in their current language learning experience. As mentioned in the previous sections, the ideal and ought-to language selves are not abstract goals but are imaginations that involve personalised experiences, which are therefore constructed by what individuals actually experience in their situated contexts. In particular, Ryan suggests that the language learning experience should be regarded as the “engine of the self system” (2008, p. 118). This means that the language learning experience contributes to constructing learners’ imagery of their future language selves. From this perspective, the L2 learning experience is not only a motivating force for learners’ language learning, but also a mediator for constructing learners’ future language selves. As Ryan (2008) has pointed out, it is through such a mediating function of learners’ current language experience that the ideal and ought-to L3 selves may be understood as changeable and contextually constructed motivational constructs, thus avoiding the risk of being theorised in a reductionist way.

It is also worth mentioning that when defined with reference to Dewey’s (1938) conceptualisation of experience, the mediating influences from learners’ current language learning experience on their future language selves can be neatly represented. As briefly mentioned before, one characteristic of Dewey’s understanding of experience is the ‘continuity’. Specifically, Dewey has emphasised that any part of individuals’ experience will influence their later experience. As he argues, “every experience takes up both something from those which have gone before and modified in some way the quality of those which come after” (Dewey,1997, p.35). In other words, individuals’ present experiences dwell on their past experience, which again form the basis for their future experience. Therefore, when applied to the field of language learning, the continuity feature of experience aligns with researchers’ argument that learners’ current learning experience could contribute to the construction of their imagined language experience in the future.

3.2.1.2. The influence of learners' future language selves on their language learning experiences

In addition to the mediating influence of learners' current language learning experience on their future language selves, the latter may also have a reverse effect on the former, which is nevertheless explored to a limited extent in the current literature. Specifically, as previously mentioned, learners' language learning experience could be viewed as an interaction taking place between learners' internal factors and their situated contexts. From this perspective, their ideal and ought-to language selves are also likely to function as an important source of personal factors that shape their understanding of their located contexts and construct their current learning experience. In fact, in the field of psychology, the reverse influence of individuals' future selves on their current experience has already been reported. As Erikson (2007) has argued, individuals' imagining of what they could become significantly shapes their experience. Referring to the examples used by Erikson (2007), individuals' current research experience would be significantly different depending on whether they plan to stay in academia for the rest of their lives. In other words, individuals' future selves could be regarded as a crucial internal appraisal framework for them to react to their located contexts and evaluate their ongoing experiences.

With regard to language motivation research, however, very little research has attended to the reverse influence of the ideal and ought-to language selves on learners' current language experience when using the L2 Motivational Self System to research motivation. However, it could be assumed that learners' existing ideal or ought-to language selves may influence learners' interpretation of their current learning experience. The accumulated experiences may, in a reverse way, influence the further revision of learners' original ideal or ought-to future selves, contributing to the dynamics of the whole self system. Either neglecting the mediating influences of learners' actual experiences on their future selves or vice versa might lead to insufficient exploration of the construction of learners' motivational trajectories.

Therefore, the beauty of the L2 Motivational Self System lies in its potential to research the temporal and contextual facets of language learning motivation, which suits the need of the present study. With reference to the interaction between learners' future language selves and current learning experience, researchers can look into how learners' interactions with their situated contexts contributes to the formation of their longitudinal motivational trajectories and

how learners' future selves influence their reaction to their situated contexts and construction of current experience.

3.2.2. Being able to research multiple motivations

Another significant contribution of the L2 Motivational Self System lies in its unique potential to theorise multiple motivations, which satisfies the needs of present study to include multilingual-oriented motivation in the discussion of L3 motivation. Specifically, this theory represents a shift of focus from researching learning motivation with reference to the external language community to internal identification. Since self is a relatively broad concept, it provides a lens that allows the conceptualisation of multiple motivations that are self-related (MacIntyre, et al., 2009). This feature is particularly useful for researching L3 motivation. As mentioned before, L3 motivation is not only related to learners' motivation with respect to the specific L3 but also their motivation to become multilingual. Therefore, when conceptualised from a self perspective, learners' motivation, be it specifically related to learning the L3 or to becoming multilingual, can be included in the discussion.

3.2.3. Being able to explore how to motivate L3 learners

In addition, when we research motivation with regard to learners' future selves, new insight on motivational strategies can be expected to emerge, which aligns with Dörnyei and Ushioda' (2011) suggestion that research on language motivation should not only focus on understanding learners' motivation but also how to motivate learners. Specifically, since the L2 Motivational Self System focuses on the learners' self-identification, the personal concerns of learners are more likely to be addressed (MacIntyre, et al., 2009). In fact, Dörnyei (2009) has already proposed a series of strategies for language educators to help learners construct their ideal language self, as will be discussed in more details in the methodology. Therefore, this theoretical framework provides new avenues for researching how to motivate language learners and thus suited the need for the present study.

A review of literature reveals that the L2 Motivational Self System has already been used to frame research on how to motivate learners. For example, some researchers (Chan, 2014; Fukuda, Fukuda, Falout & Murphey, 2011; Mackay, 2014; Magid, 2013, 2014; Magid & Chan,

2012; Sampson, 2012) have carried out self-enhancement activities to help the participants to visualise detailed future images of using English. Through these activities, learners constructed and strengthened their ideal English selves, which was found to significantly enhance their English motivation, opening up new possibilities of motivating language learners by way of classroom intervention.

However, very few studies have applied the L2 Motivational Self System to improving learners' ideal selves in respect to other languages. Since learners' ideal L3 self, in particular, ideal multilingual self, could be significantly different from their ideal English self, it might not be constructed in the same way as learners' ideal English self. Therefore, it would be meaningful to investigate how to construct learners' ideal L3 or multilingual self.

3.3. Conceptualised framework and research questions

Based on previous discussion, L3 motivation is conceptualised as a dynamic construct which is constructed through the interplay between individual learners and their situated contexts. Moreover, this research on L3 motivation was not limited only to the discussion of learners' motivation in relation to the specific L3 but also their motivation to become multilingual.

To research this topic, the L2 Motivational Self System was selected as the theoretical framework. In particular, to better address the interplay between individual learners and their situated contexts, the notion of language learning experience was theorised in accordance with Dewey's (1938) definition of 'experience', namely, the ongoing interaction between individual learners and their situated contexts. Notably, in this framework, learners' ideal/ought-to selves and language learning experience do not exist in isolation but are in constant interplay. It is such fluidity that could help us understand the dynamics of L3 motivation. Specifically, as displayed by the following graph of conceptual framework, learners' future L3 selves and their current L3 learning experiences might be mutually influenced in three aspects.

- Firstly, as previous studies suggested (e.g. Ryan, 2008), learners' current L3 learning experiences might influence the construction of their future language selves.
- Secondly, though limitedly investigated in the literature, from a longitudinal perspective, learners' existing future L3 selves might also influence their current L3 learning.

- Moreover, as previously mentioned, learners' ideal and ought-to L3 selves are developed in a continuum and may also mutually influence each other. For example, as Dörnyei (2009) himself suggested, the existence of learners' ought-to L3 selves may help to sustain their ideal L3 selves.

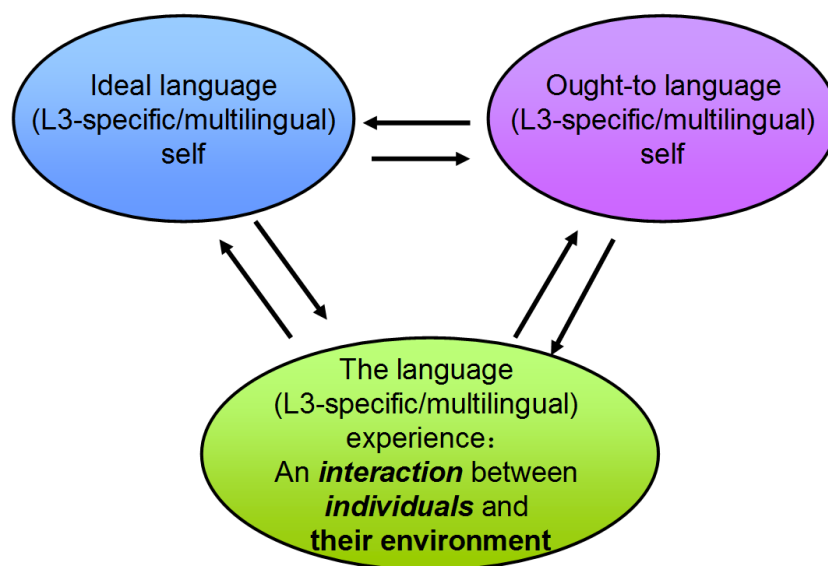


Figure 3.1. The conceptualisation framework

As displayed by the graph, learners' ideal language selves, ought-to language selves and their language learning experience were drawn on to construct a conceptual framework that would be used in this research into their motivation. Moreover, the interconnections between learners' future selves and current learning experience would be addressed to explain how learners' motivational trajectories were formed.

As mentioned before, the research had two specific research foci: 1) understanding the construction of language learners' L3 motivation from a self perspective and 2) whether learners' ideal L3 selves might be constructed by way of classroom intervention. To achieve these aims, two broad research questions were devised:

- (1) To what extent did Chinese learners' L3 motivation change over the course of one academic year?

This research question aimed to investigate learners' L3 motivation at different stages across the academic year and lay a basis for the next research question. To answer this question, I recorded important L3 motivational constructs that emerged at different stages of participants'

L3 learning. The L2 Motivational Self System was used as a broad framework to theorise the identified motivational constructs. Moreover, learners' motivated behaviours were also observed, as behaviour constitutes a very important dimension of motivation (Dörnyei, 2005).

Notably, since the intervention was conducted during the second half of the fieldwork, this question was further divided into two sub-questions:

- a. To what extent did Chinese learners' L3 motivation change before the intervention?

This question focused on the naturalistic development of learners' motivation during the first half of the fieldwork before the intervention took place.

- b. To what extent did Chinese learners' L3 motivation change after the intervention?

This question focused on whether participants' L3 motivation changed after the intervention. The aim was to test the effectiveness of the intervention.

- (2) How were the identified L3 motivational trajectories constructed during the learning process?

This research question was based on the first research question and aimed to investigate how learners constructed their motivation throughout the learning process. Since L3 motivation was conceptualised as a dynamic and context-dependent construct, this question looked at how learners interacted with their contexts and formulated their L3 motivational trajectories. To answer this question, the interactions between learners' ideal/ought-to selves and current learning experience were referred to.

Like the first research question, this question was also divided into two sub-questions.

- a. How were the identified motivational trajectories constructed before the intervention?

This question looked at the formation of learners' L3 motivation, which took place before the intervention.

b. In what way did the intervention influence learners' L3 motivational trajectories?

As mentioned before, the intervention could be regarded as an important part of learners' situated contexts. Therefore, this question looked at how learners reacted to this kind of contextual influences and how their motivation changed accordingly.

Chapter Four

Methodology

This chapter aims to discuss the methodological considerations of this study. As explained in the literature review, L3 motivation is conceptualised as a dynamic construct which is formed temporally and contextually. In order to capture such dynamic nature of learners' L3 motivation, a longitudinal multiple case design was adopted to investigate the construction of learners' L3 motivational trajectories over one academic year.

The whole study was divided into two stages to achieve its two specific research aims.

First stage: *To explore the construction of learners' L3 motivation without any intervention*

During the first half of my fieldwork, the aim was to explore the construction of my participants' L3 motivation without any intervention. Qualitative methods, including open questionnaires, interviews, class observation and written journals, were used to investigate to what extent learners' L3 motivation changed and why it changed over the course of their L3 learning.

Second stage: *To examine the effectiveness of the classroom intervention*

As mentioned before, this study aimed not only to unravel the complexity of learners' L3 motivation, but also to look for possible ways to motivate L3 learners. Hence an intervention

was conducted in the second part of the fieldwork and a quasi-experimental design was applied to examine the effect of the intervention.

In the following part of this chapter, I will discuss the methodology of this study in detail. I will begin with the overarching research paradigm, followed by an introduction to the research design, the selection of research site and sampling. Data collection will be subsequently explained, divided into the pre-intervention stage and the intervention stage. This will be followed by an explanation for the data analysis process and a justification for reliability, validity and generalisability of this study. This chapter will conclude with a discussion of ethical considerations and my role in the research.

4.1. Research paradigm: A social constructivist perspective

A research paradigm is related to researchers' basic beliefs, which guide their actions in their approach to knowledge (Guba & Lincoln, 1994) and provide overarching guidelines for the ontological, epistemological and methodological issues involved in the research design (Creswell, 2013). In this study, *social constructivism* was selected as the research paradigm, which argues that reality is "socially constructed" and comes into being when individuals are "interpreting" their social environment (Crotty, 1998, p.56). In other words, unlike *positivism*, which argues for 'truth' as the representation of objective external existence (Guba & Lincoln, 1994), *social constructivism* regards 'truth' as being constructed through the interaction between individuals and their social or historical contexts (Creswell, 2013; Kukla, 2013).

In the process of conceptualising learners' L3 motivation in this study, *social constructivism* was embedded at two levels. Firstly, learners' language motivation was constructed through their constant interaction with their specific contexts, through which individual learners developed their understanding of how important the target language was for their personal development. In other words, learners' language motivation was not a pre-existing 'truth' which was waiting to be discovered but a dynamic construct which was constructed contextually and temporally.

Secondly, as Creswell (2013) suggests, in a social constructivist view, knowledge is approached by the interaction between the researchers and the participants. From this perspective, the

knowledge of language motivation was constructed by the communication between ‘I’ as a researcher and my participants, and neither my participants nor I could have full knowledge of their L3 motivation before the research.

Since my participants’ language motivation was constructed through their interactions with the contexts and the investigation of their L3 motivation depended on their communication with me, qualitative methodology seemed to be the optimal choice. A review of literature (Dewaele, 2009; Dörnyei & Ushioda, 2011; Ryan, 2008) also supported that qualitative approach permits highly contextualised research and is therefore in a better position to unravel the complexity of L3 motivation. Therefore, qualitative methods were predominantly used in this study. To be more specific, only qualitative data were collected during the first phase of my fieldwork, as the research aim was to probe into the construction of learners’ L3 motivation without any intervention. However, at the second stage when the main research aim was to examine the influence of the intervention on my participants’ L3 motivation, both quantitative and qualitative data were collected to support more robust analysis of whether there were any differences between the intervention and control groups after the intervention. The details will be explained in the following sections.

4.2. A longitudinal multiple case design

A longitudinal case study design was adopted in this study in light of its strength in revealing the temporal and contextual complexity of L3 motivation. Specifically, a case study focuses on “a contemporary phenomenon in depth and within its real-life context” (Yin, 2009, p. 18), which therefore enables researchers to conduct an in-depth inquiry into their research topics without losing sight of the particular contexts. From this perspective, this research strategy fitted well with the purpose of this study to research L3 motivation from a contextualised perspective. Moreover, a longitudinal design further helped to address the temporal aspect of L3 motivation and to investigate how learners’ L3 motivation were constructed and reconstructed contextually over the course of learning.

To be more specific, this study adopted an embedded multiple case study design (Yin, 2009). Specifically, I investigated undergraduate students’ L3 motivation at one specific university in China. Situated in this research context, two cases were selected, namely, English major

students who were required to learn an L3 (Case One) and L3 major students (Case Two). The aim of selecting participants from two different majors was to enhance the validity of the research and to have a relatively comprehensive understanding of Chinese undergraduate students' L3 motivation. Firstly, as Yin (2009) points out, one possible hazard in case study design is that it can rarely be replicated and this may pose a threat to its validity. However, in this multiple-case study design, "replication" (Yin, 2009, p. 54) was applicable, as I could test and modify my theories by making sure that the arguments could be verified by each of them. Moreover, in China, the three most common possibilities for an undergraduate to learn an L3 are 1) being an L3 major; 2) being an English major who is required to learn an L3; 3) being a non-language major who volunteers to learn an L3. Therefore, by including the first two types of learner into this research, I hope to achieve a more comprehensive understanding of undergraduates' motivation towards L3 learning in China. The reason that I did not include the third type of learners was because of the limited scope of this study and the high drop-out rate in such courses, which made a longitudinal inquiry difficult to carry out.

In addition, since classroom interventions were carried out at the second phase of my fieldwork, each case consisted of both intervention and control groups. The aim of including control groups was to examine the effect of the intervention in a more valid way (Dörnyei, 2007; Robson, 2002). The details will be explained when I come to discuss the design of the intervention. A summary of the research design is presented as follows:

Table 4.1: The description of each case

Case Number	Group	Participants
One	Intervention	Learners who were English majors but were required learn an L3
	Control	Learners who were English majors but were required learn an L3
Two	Intervention	Learners who learnt an L3 as their major
	Control	Learners who learnt an L3 as their major

In each case, two units of analysis were involved. The first level of analysis is the classroom. As will be discussed later, questionnaires were administrated to both intervention and control groups at the classroom level to generate data concerning learners' L3 motivation and the effect of the intervention. Moreover, given the complexity of the L3 motivation, a fairly large number of focal participants (over one third of the total number of participants in Case One and one fourth in Case Two) were selected for more in-depth investigation of these language majors' L3

motivation, based on data collected from longitudinal interviews, class observations, journal writing and teachers' reports.

At the second level of analysis, several individual cases, selected from the focal participants, were focused on in order to unravel the complexity of their L3 motivational trajectories. The details will be explained in the next section.

4.3. Sampling

4.3.1. Research site: Garden University³

In searching for the research site, I followed Corbin and Strauss' (2008) suggestion about identifying a research site which could maximise opportunities to generate rich data for the research topic. Since my research aimed to address the temporal and contextual aspects of L3 motivation by focusing on major and non-major L3 learners, I looked for a site which provided a systematic L3 curriculum for both L3 major and English major students. However, I avoided the highest-ranked universities because their students were much more likely to be highly motivated with respect to every subject and had more opportunities to go overseas for exchange or postgraduate study than the majority of their counterparts in China, which might have made their L3 motivation very different from that of the majority.

The purpose of convenience was also taken into consideration. As my study required close interaction with my participants, I tried to find a site where I could be easily accepted. Moreover, as the application of the intervention demanded close collaboration with the teachers in charge, I also needed to look for teachers with whom I could communicate and were interested in my intervention.

Based on these considerations, I finally selected Garden University as my research site. This is a state university which is located in a major city in eastern China. The Department of Foreign Languages in this university enrolled L3 major students and provided compulsory L3 courses for undergraduate English majors, which met the needs of this study. Moreover, my personal relationships there also helped me to approach the students and teachers more easily.

³ 'Garden University' is an alias.

4.3.2. The selection of the target departments

All the L3-oriented departments (French, German, Japanese, Korean, Russian and Spanish) were located in the Faculty of Foreign Languages at Garden University. Apart from the Department of Spanish, all the other departments offered L3 courses for both major students and non-major students (English majors who were required to learn the L3 as a minor subject), so they were all listed as possible choices for my fieldwork.

Before I entered the field, I intended to focus on one specific L3 for research to ensure that participants from the interventional group and control group were learning the same language. However, in Garden University, all the suitable departments only opened up one class for either English major or L3 major students in each grade. So I had to choose learners from two different languages for the intervention and control groups. After a discussion with the Dean of the Faculty and the teachers in charge of each language, I finally decided to conduct my research in the departments of French and German, as these two languages shared more similarities than other languages, and teachers in both departments were interested in my research.

The next step was to choose one grade for the research. This process was straightforward with English majors who were learning an L3. As only the Year Three students would learn the L3 for a whole academic year (from September 2015-June 2016), they were the optimal choice for my research. In comparison, the selection in the case of L3 majors was more difficult, as these learners learnt the L3 for the whole four years. I finally decided to carry out my research with Year One students who had not begun to learn the L3 when I entered the field (September 2015). The reason for excluding the other three grades was listed as follow:

- Year Two: students were preparing for one important examination, so they might not have been willing to spend time on my research, especially the interviews.
- Year Three: some students (usually the top learners in class) took part in exchanges with other universities, so it would have been hard to include different kinds of learner in the sampling.
- Year Four: students were looking for jobs or preparing for the postgraduate study, so they were also less likely to participate in my research.

Lastly, based on teachers' willingness, the French class for English majors and German major

students were selected as the intervention groups, and the German class for English majors and French major students were control groups.

4.3.3. Participants

All the learners from the four classes, except those who were unwilling to participate, were included in the research. In the first phase of my fieldwork, when I observed the development of their L3 motivation without intervention, open questionnaires were administered to them to provide an overview of their L3 motivation. In the second phase when the intervention was carried out, closed and open questionnaires were used to examine the effect of the intervention.

In addition to the whole class, focal participants were also selected from each case for deeper investigation. The reasons for selecting focal participants were twofold. Firstly, the data generated by questionnaires might have their limitations, as participants might not be willing to write lengthy comments in the open questionnaires and are not given enough room to express their opinions in the closed questionnaires (Robson, 2002). Therefore, to unravel the complexity of language motivation, in particular, how it was constructed temporally and contextually, this study needed to employ research methods that could generate richer data, such as interviews and class observation, which made the selection of focal participants necessary. Secondly, as Dörnyei and Al-Hoorie (2017) point out, learners' L3 motivation might be highly personalised. This suggests that my participants might have constructed very different motivational trajectories during the learning process. Therefore by focusing on these individual learners, I was interested in whether any different patterns of their motivational trajectory could be identified, which could also lay a basis for the selection of individual cases. Notably, since these focal participants constituted the main part of my research, I was afraid of high drop-out rate during the process of data collection, so I decided to include as many participants as possible at the beginning of fieldwork. Hence, all of the 30 learners who were willing to be the focal participants were included for in-depth investigation with data collected from longitudinal interviews, class observation, journal writing and teachers' reports. Three of them dropped out during my fieldwork, so only 27 of them were included for further analysis.

Lastly, six individual cases, three English majors and three L3 majors, were selected from the focal participants from the intervention groups for more in-depth analysis. The selection process included two stages. The first stage of selection was based on the different types of the

motivational trajectory displayed by the focal participants. One individual case was chosen to represent one specific type of L3 motivational trajectory. Secondly, within each type, the individual case was selected based on the criteria of being both paradigmatic (Flyvbjerg, 2006) and information rich (Patton, 2002). This means that it displayed ‘the more general characteristics of’ (Flyvbjerg, 2006:15) the type of motivational trajectory it represented and manifested ‘the phenomenon of interest intensely’ (Patton, 2002:234). A summary of participants is presented as follows:

Table 4.2: A summary of participants

Case	Intervention/ Control Group	The number of participants at the class level	The number of focal participants	The number of the focal participants who were selected as individual cases
One	Intervention (G1)	17	8	3
	Control (G2)	21	6	/
Two	Intervention (G3)	23	7	3
	Control (G4)	24	6	/
Total		85	27	6
G1: English majors who learnt French (Intervention); G2: English majors who learnt German (Control); G3: German majors (Intervention); G4: French majors (Control)				

4.4. Data collection

The whole process of data collection lasted from September 2015 to June 2016 and was divided into two stages: the pre-intervention stage and the intervention stage. The overall design is presented as follows:

Table 4.3: A summary of data collection

Stage	Participants	Methods	Time	Data set	Research Question
The first stage: Pre-intervention					
1 (Pre-Intervention)	All the learners from the focal classes	Open questionnaires	Oct. 2015 (the start of the fieldwork)	15 pieces from G1 ⁴ 17 pieces from G2 19 pieces from G3 16 pieces from G4	R1 (a)
	A total of 27 ⁵ selected focal participants from the four classes	Three rounds of interviews	Oct. 2015- Mar. 2016	79 pieces ⁶	R1 (a) R2 (a)
		Class observation	Oct. 2015- Mar. 2016	300 minutes of observation for each focal student	
		Two rounds of written journal	Oct. 2015	25 pieces ⁷	
			Feb. 2016	27 pieces	
	Teachers from each class	Interviews	Feb. 2016	4 pieces	
The Second stage: Intervention					
2 (Intervention)	All the learners from the four focal classes	Open questionnaires	May, 2016	17 pieces from G1 21 pieces from G2 23 pieces from G3 21 pieces from G4	R1 (b)
		Closed questionnaires for pre- and post- test	Pre-test: Mar. 2016	17*2 pieces from G1 21*2 pieces from G2 23*2 pieces from G3 24*2 pieces from G4	
			Post-test: May 2016		
	A total of 27 selected focal participants	Interviews	May-Jun.2016	27 pieces	R1 (b) R2 (b)
		Class observation	May-Jun.2016	A total of 100 minutes of observation for each focal participant	
R1 (a) To what extent did Chinese learners' L3 motivation change before the intervention? R1 (b) To what extent did Chinese learners' L3 motivation change after the intervention? R2 (a) How did the identified motivational trajectories develop before the intervention? R2 (b) In what way did the intervention influence learners' L3 motivational trajectories?					

Note:

Due to the complexity of the development of the L3 motivational trajectory, the data collected from questionnaires were not suitable for in-depth investigation to answer the second research question (R2 (a) & R2 (b)).

⁴ As mentioned in the table 4.2, G1 stands for English majors who learnt French (Intervention), G2 for English majors who learnt German, G3 for German majors (Intervention) and G4 for French majors.

⁵ As mentioned before, among the 27 focal participants, 8 from G1, 6 from G2, 7 from G3 and 6 from G4.

⁶ Specifically, all the 27 focal participants attended the first and the third round of interviews. In the second round, however, only 25 of them attended, as one from G2 and one from G4 did not attend.

⁷ Two students from G1 and G4 did not write the first round of journal.

4.4.1. The first stage of data collection: The pre-intervention stage

In this section, I will explain my research methods used to collect data before the intervention. Notably, all the data collected at this stage were qualitative, as the primary research aim was to unravel the complex formation of learners' L3 motivation.

4.4.1.1. Data collected from the whole class: Open questionnaires

In the present research, open questionnaires were delivered at the beginning of my fieldwork to generate data concerning learners' L3 motivation at the classroom level (see Appendix A). Specifically, they aimed to look at learners' L3 motivation at the outset. Admittedly, closed-ended questions have been more frequently used in the previous research. However, as Ushioda (2009) points out, it limits participants' choices when it comes to reporting their language learning motivations and leaves little room for idiosyncratic reasons. Since this study conceptualised motivation with reference to the complex interplay between individual learners and their situated contexts, open questionnaires were adopted to give participants more room to describe their L3 motivation. The questionnaire was written in Chinese. The reason is that as all of my participants were native Chinese speaker, so they might find it easier to read and write in Chinese than in English.

In the questionnaires, I initially intended to ask two questions, one concerning why learners chose to learn the L3 and one about their motivation in their actual learning. However, when I piloted this questionnaire, learners from English majors were not willing to answer the first question. The reason was probably that they were required to learn the L3 as a compulsory course, which made it hard for them to make sense of the first question. In all the responses I collected from the pilot, learners just wrote down 'being required' as the answer. Therefore in the final version of the questionnaire, I did not include the first question for English majors.

Moreover, although I initially hoped to collect two rounds of open questionnaires before the intervention, at an interval of one academic term, to study learners' L3 trajectory at the classroom level, I finally decided against using the open questionnaires collected at the second round and only used the first round for further analysis. The reason was that the data collected from open questionnaires, interviews and class observation in the first academic term suggested that the differences between individuals' L3 motivation became increasingly evident as my fieldwork proceeded. Specifically, although the majority of learners displayed similar L3

motivation at the beginning stage of their L3 learning, the second interview showed that their motivational trajectories diverged. My analysis, which took place after the completion of fieldwork, further revealed the existence of three distinctive motivational trajectories in each case, as will be discussed in the findings chapter. In other words, the whole group did not display a relatively homogenous L3 motivational trajectory. However, as the open questionnaires were anonymous, the variety with regard to individual learners' motivational trajectories could hardly be presented by the comparison between the two rounds of open questionnaires. Therefore, only the first round of open questionnaires collected before the intervention were used for discussion in this thesis.

4.4.1.2. Data collected from the focal participants

For deeper analysis of learners' L3 motivation, data were collected at the individual level. Six to eight focal participants were selected from each class for interviews, class observations and journal writing. Moreover, the teachers in charge of the four classes were interviewed, which was used to provide supplementary data.

Interviews

Interviewing is widely used in research in the social sciences and it was the primary research method in the present study to investigate focal participants' L3 motivation. The beauty of interviewing in unravelling the temporal and contextual aspects of language learning motivation has already been recognised by researchers (Dörnyei & Ushioda, 2011; Lamb, 2004; Ryan, 2008), as it can help researchers to obtain rich information about learners' individuality and understanding of their contexts.

Interviews in this study were all semi-structured. As Dörnyei (2007) suggests, this enables researchers to strike a balance between keeping the interview well focused and giving interviewees the flexibility to elaborate spontaneously on some topics. All the interviews were conducted in Chinese, in which my participants might be more capable of expressing their ideas or describing their feelings clearly. The interview guide is attached in the Appendix B.

Interviews with focal participants

The specific aim of the interviews with focal students before the intervention was to investigate

what extent learners' L3 motivation changed before the intervention and why it changed. To achieve this purpose, three rounds of interviews were carried out with the focal participants at an interval of approximately 1.5 months. The average length of each interview was 40 minutes.

Table 4.4: A summary of three rounds of interview

The round of the interview	Participant	Time	The specific aim of the interview
1	A total of 27 focal participants from the four classes	14 Oct. – 28 Oct. 2015	What is learners' L3 motivation at this stage?
2		25 Dec. 2015 – 10 Jan. 2016	1. What is learners' L3 motivation at this stage?
3		26 Feb. 2016 – 12 Mar. 2016	2. Has their motivation changed? If so, why?

According to Dörnyei (2007), when conducting interviews, researchers need to pay attention to how to start it, carry it out and end it. In this part, I will discuss my practices with regard to these three aspects.

As Dörnyei (2007) suggests, the beginning of interview is an important opportunity for the researcher to establish rapport with the interviewees. Therefore, in my first interview with them, I firstly expressed my gratitude for their participation and gave a brief introduction to myself and my research. I also told them that they could drop out at any time if they did not want to continue. In the rest of the three interviews, I began the interview with a warm-up chat to create a relaxing atmosphere.

Moreover, as L3 motivation is such an abstract construct which was embedded in learners' individuality, I tried to keep my introductory question broadly focused and leave room for participants to share their opinions. For example, without directly asking about their L3 motivation, I started with 'Could you share with me something about your recent L3 learning experiences'. Based on my interviewees' responses to the introductory question, I raised some follow-up questions to further probe their L3 motivation. The questions were raised on the basis of two principles: 1) to let the participant talk (Kvale & Brinkmann, 2009) and 2) to "seek the particular" (Richards, 2003, p. 53). For example, I tried to give enough time for my participants to share their L3 experiences and discuss their motivation. If they only gave a short response to my questions, I would encourage them to elaborate on the topic by asking for more explanation, raising more specific questions or just keeping silence to allow them to think. Moreover, any "particular" points (Richards, 2003, p. 53) arisen in the interview would also be followed.

At the end of each interview, I would give a brief summary of the key points we had discussed in the interview for my participants to check and would ask them whether they had anything to add. According to Dörnyei (2007), this practice enhances the validity of the interview, as it allows any misunderstanding to be clarified.

Interviews with teachers

All the teachers in charge of the four classes were also interviewed at the beginning of the second academic term. The main aim was to ask for their evaluation of the focal learners' L3 motivation and class performance, which was compared with students' self-evaluation when I analysed their L3 motivation.

Class observation

In addition, observation data in terms of the focal participants' motivated behaviours were collected. The strength of observation lies in that it bridges the gap between participants' words and actions, as things people are not willing to discuss or are not aware of in the interviews can be collected from the observation (Patton, 2002). In the case of language motivation, researchers (Henry, 2015; Ryan, 2008) also realise that participants' self-reporting of their motivated behaviours might not do full justice to what they actually do in the process of learning, and class observation is important for producing more reliable data.

The observation in this study was focused on the 27 focal participants chosen for in-depth analysis from the four classes. In terms of the first phase of data collection, the duration of the class observation lasted from October 2015 to March 2016, and each of my focal participants would be observed for four sessions (100 minutes) every 1.5 months by me. However, since the record of my observation was based on my field notes, as will be discussed later, I observed only two or three participants in each session.

The record of class observation

Before I started the fieldwork, I intended to video-record the class. However, the pilot sessions suggested that participants behaved unnaturally before the camera. For example, in one video-taped session, the whole class kept silent when the teacher asked questions, although some of

them had been very active in class in the previous sessions that I observed. Moreover, though the whole class agreed to be video-taped, when I asked for permission, some of my participants tried to sit outside the scope of the cameras, indicating that they might not have been truly willing to be video-taped. Therefore, due to considerations of validity and ethics, I gave up the idea of video-taping the class and decided to take notes in class to record their behaviours.

The design of observation scheme

Being unable to video-record the class, I had to take notes of learners' motivated behaviours manually, which made a well-prepared observation scheme necessary. Being aware that learners' motivated behaviours would be highly context-sensitive and personalised, I decided not to develop a strictly structured observation scheme and to leave room for any 'hot spots' (Woods, 2003) that appeared in class. However, as I had to make quick judgments and take notes simultaneously in class, a completely unstructured scheme also seemed unfeasible. Therefore, I finally decided to develop a semi-structured observation scheme with reference to previous literature and my pilot observation in the field.

When I read through the literature, the only scheme I found that had been explicitly explained and tested in empirical studies is Guilloteaux and Dörnyei' (2008) scheme. In this one, learners' motivated behaviours were observed in terms of learners' *attention*, *participation* and *volunteering*. This version was later revised (Guilloteaux & Dörnyei, 2009) and focused on *alertness*, *participation* and *volunteering*, based on Ellis's (2009) suggestions. Based on the definition given by Guilloteaux and Dörnyei (2009), *alertness* refers to learners' passive academic responses to teachers, *participation*, to more active reactions, and *Volunteering*, to learners' 'self-selection' of the opportunities in class they consider to be meaningful for their language learning. Since this scheme has been both theoretically underpinned and empirically tested, it provided a basis for me to develop my own observation scheme.

In terms of designing my observation scheme, two issues were taken into consideration. Firstly, although the three categories provided me with a basis for class observation, they represented, to some extent, a high level of inference. For example, passive reactions or active reactions included a variety of class behaviours. However, as Yin (2009) suggests, low-inference data are more likely to enhance the validity of the research. Moreover, as motivation is contextual-dependent, learners' motivated behaviours might have had distinctive features in the specific

environment of my fieldwork. Therefore, I still needed to develop a more low-inference observation scheme, which adapted to the context of my study.

After four sessions (200 minutes) of pilot observation, I finally decided to focus on the following six types of behaviour in class, grouped into the three categories suggested by Guilloteaux and Dörnyei (2009). I also added a category called ‘being inattentive’ to record learners’ behaviours when they were obviously absent-minded, for example, sleeping or playing mobile phones, because it was an evident sign that the learner was temporarily demotivated in class. The categories are presented as follows

Alertness

Taking notes when the teacher was giving the lecture;

Following teachers’ instructions, including looking at the teacher or visual stimuli and reading the text when required;

Participating in group discussion when asked by the teacher

Participation

Answering teachers’ questions voluntarily;

Taking a leading role in group discussion

Volunteering

Raising questions voluntarily

Being inattentive

In addition, as learners’ motivated behaviour would vary according to the content of the class, I left one blank in the observation scheme to record what was going on in class, for example, teacher giving instructions or students in group discussion. I also left room for the recording of emergent information (Dörnyei, 2007), as these unexpected behaviours might have reflected some specific aspects of learners’ motivation.

Another point worth mentioning is the frequency of note-taking about my participants’ behaviours. As I recorded their behaviours manually, it was impossible for me to observe and take notes of them too frequently. Therefore the interval between two records was normally two

minutes: I observed them for 90 seconds and wrote down some quick notes for another 30 seconds. However, when necessary, I would occasionally take notes at an interval of one minute, for example, when students were involved in heated class discussion and their behaviours changed quickly. One sample record is put in the Appendix G.

Journal writing

Journals were used as another complementary method to research focal participants' L3 motivation. The first focus was learners' after-class L3 motivated behaviour. Specifically, although I could observe learners' behaviour in class, it was impossible for me to trace their after-class L3 learning and it would have been unreliable if I were to rely completely on their memories in the interviews. Therefore the students were asked to keep a brief record of how they had learnt the L3 after class at the beginning of the first and second term. In addition, according to Schumann (1999), a diary is useful for obtaining highly individual stories and may contribute unexpected motivational factors. Therefore the focal students were also encouraged to briefly note down their experiences of, and thoughts over, their L3 learning. Since this task could have been relatively demanding for my participants, I did not set any requirements in terms of the length in case my participants were daunted by this activity. Again, all the journals were written in Chinese, as my participants were more used to writing in Chinese than in English. A sample of the written journal can be found in the Appendix K.

4.4.2. The second stage of data collection: The intervention stage

As mentioned before, this study not only aimed to theorise learners' L3 motivation from the perspective of self, but also to investigate whether learners' L3 self could be constructed by classroom intervention. Hence, an intervention was conducted in the second phase of fieldwork. Based on the L2 Motivational Self System (Dörnyei, 2009), the specific aim of the intervention was to examine the extent to which learners' ideal L3 selves could be strengthened, as existing literature (e.g. Dörnyei & Chan, 2013; You & Chan, 2015) and the results of the first phase of present study⁸ both suggest that learners' ideal language selves significantly influenced their language motivation.

⁸ The results of the first phase of this study will be reported in the following chapters.

In this section, I will firstly explain the overall design of the intervention and the specific activities carried out in the intervention. This will be followed by a discussion of the research methods used at this stage, which aimed to investigate whether the intervention influenced learners' L3 motivation.

4.4.2.1. A quasi-experimental design

A quasi-experimental design was applied in this intervention. Such a design is widely employed in social experimentation. It has an experimental structure but does not include random assignment in terms of selecting experiment and control group (Campbell & Stanley, 2015). I chose this design because my target classes were established before I entered the field and it was neither possible nor ethical for me to randomly allocate them into intervention and control groups. Moreover, as Gardner and Tremblay (1994) state, it is nearly impossible to have two inherently similar groups for experimental study in real educational settings.

Specifically, *pre-test and post-test non-equivalent group design* (Robson, 2002) was selected to structure the intervention. According to Robson, this design is more valid than *single-group post-test design*, *post-test only non-equivalent groups design* and *pre-test post-test single group design*. In particular, with regard to this study, as motivation is such a dynamic construct and learners' ideal language selves might well have changed across time even without the intervention, only post-test or single group design could not enable me to conclude that the possible changes in learners' ideal language selves were attributable to the intervention. It was only through the comparison of pre- and post-tests and that of intervention and control groups that I could interpret the effect of the intervention.

Admittedly, if the intervention and control groups were not randomly chosen, the inherent differences between two groups might have threatened the validity of the results from the intervention. To combat this limitation, I employed two strategies. Firstly, closed questionnaires were collected from both groups in advance to ensure that no significant differences in terms of ideal language selves were identified between these two groups before the intervention. Admittedly, closed questionnaires could not fully capture the complexity of ideal L3 selves, but it could help me to examine whether any significant differences existed between the intervention and control groups before the intervention. Moreover, as previously illustrated, I observed both intervention and control groups for one academic term before my intervention. According to Robson (2002), long stay with the focal groups helps researchers to better

understand the natural developmental trend of the research target and to be in a stronger position to evaluate the effect of the intervention. Based on my observation, the intervention and control groups were in a similar state before the intervention. A detailed comparison of intervention and control groups will be presented as follows.

4.4.2.2. A comparison of intervention and control groups

A comparison between the intervention and control groups of English majors

As mentioned before, the French class of Year Three English majors was selected as the intervention group and the German class as the control group. To guarantee the validity of the intervention, it was important to make sure that the two classes did not display significant differences before the intervention. Admittedly, one obvious difference between the two groups was that they were learning different languages. However, based on the open questionnaires and interviews with the students, this difference was not likely to result in huge difference in terms of their motivation. Specifically, in both classes, nearly half of the participants admitted in the open questionnaires that their interest in the L3 language and culture contributed to their motivation. The only difference in this aspect between the two groups was that French learners were interested in French culture due to the reputation of this country of being ‘romantic’ and German learners were more interested in the ‘rationality’ of German people. The details will be discussed in the next chapter.

Despite the difference in terms of the target language, a careful comparison between the French class (intervention group) and German class (control group) showed that these two classes were very similar in terms of teaching and learning.

L3 sessions per week: Four sessions (200 minutes) a week

The structure of the L3 course: The structure of the course in both classes was similar. Based on my observation and the interviews with teachers and students, teachers mainly focused on teaching grammar and vocabulary in the course. However, in the majority of sessions, teachers in both classes would spare some time to talk about L3 culture and people. Moreover, in the first term of my fieldwork, both teachers reserved four to six sessions (200 minutes to 300 minutes) per term for watching films.

Teachers' beliefs about teaching the L3: Teachers from both classes held the belief that it was important to maintain learners' 'interest' in the L3 course; therefore they both tried to create a relaxed atmosphere in class. According to them, English majors might not 'think highly of' (the teacher from French class) or 'understand the importance of the L3 course' (the teacher from German class), so they had to 'develop learners' interest' in the L3 learning.

It is worth mentioning that in the second term, the teacher of the German class (the control group) was changed but the new teacher told me she was going to 'follow the practice of the previous teacher'. Interviews with students also showed that learners from this class did not report any substantial changes taking place their German class.

Students' attitudes towards the L3 teachers: Based on the interviews, the majority of my participants from both classes showed appreciation of their L3 teachers. Even the interviewees who were not motivated to learn the L3 admitted that their teachers were very 'good' and 'responsible'.

A comparison between the intervention and control groups of L3 majors

In the case of the L3 majors, a Year One German major class was selected as intervention group and a French major class as control group. Like the English majors, the difference in terms of language between intervention and control groups was not found to result in huge differences in terms of learners' motivation. Based on the open questionnaires and interviews, the majority of learners from both majors showed interest in the L3 language and culture.

Apart from the target language, both majors shared many similarities in terms of teaching and learning settings.

The structure of the course: Both German major and French major students have 12 sessions (600 minutes) of L3 lesson per week. As for each major, two Chinese teachers and one native-speaker teacher were in charge of teaching, with the two Chinese teachers responsible for the majority of the teaching task (500 minutes per week) and the native-speaker teacher for the remaining 100 minutes. Observation revealed that in the comprehensive German/ French class, which constituted the main part of the learners' L3 learning, the main focus was on grammar and vocabulary. However, teachers of both majors also spent some time introducing L3 culture.

Teachers' beliefs about teaching the L3: All the four Chinese teachers of both majors agreed that they had 'high expectation of' L3 majors and should be 'strict' with L3 major students. All of them mentioned that 'language learning was not always fun' and 'hard work was necessary'.

Discussion of the career prospects of L3 majors: It is particularly notable that all the teachers of both French and German major mentioned that they occasionally talked about the career prospects of L3 majors in class. 'We do not want to put undue pressure on the students but they should learn something about their future', said Mrs Cao from the German major. Moreover, the faculty also organised two lectures on career planning for all the L3 majors and many of my participants from both majors attended.

Therefore, like English majors, the learning settings for both German and French majors were not significantly different before the intervention, which provided a basis for carrying out the intervention.

4.4.2.3. The activities used in the intervention

In his proposed ideal L2 self, Dörnyei (2009) has put forward five pedagogical steps for language educators to help learners develop their ideal language selves:

- 1) Helping learners to initiate an ideal self related to using the target language;
- 2) Making the ideal image more vivid and specific;
- 3) Making the ideal L3 self more plausible;
- 4) Helping learners to develop action plans to realise the ideal;
- 5) Reminding learners of the hazard of failing to realise their ideal L3 selves.

These five principles provided a guideline for the intervention and existing literature was reviewed to help me design the specific activities. A review of studies (e.g. Chan, 2014; Mackay, 2014; Magid, 2013, 2014; Magid & Chan, 2012; Sampson, 2012) which have developed interventions to enhance learners' ideal English selves showed that the following strategies have been used to elicit and consolidate learners' ideal language selves.

1. Stimulating learners to think about their ideal language selves by asking them to imagine and write down the possible ways to use the English in the future. (Chan, 2014; Magid, 2013, 2014; Sampson, 2012)

2. Helping learners to strengthen their ideal language selves by asking them to discuss their imaginations with their peers. (Fukuda, Fukuda, Falout & Murphey, 2012).
3. Helping learners to build up their imagination regarding their ideal language selves by reading imagery scripts⁹ to them (Chan, 2014; Magid, 2013, 2014).
4. Asking learners to think about the daunting results of not being able to realise their ideal language selves. (Chan, 2014; Magid, 2013, 2014; Sampson, 2012)

These strategies all inspired me when I designed my intervention. Specifically, the first two strategies were incorporated into the present study. The third one, however, was modified. Specifically, although imagery scripts were valuable in extending learners' imagination about the possible ways of integrating the target language into their future lives, the situations described in the scripts concerning how the languages would be used were made up by researchers or teachers rather than being real stories. This might not be a problem in the case of English, as it is well accepted that this language could be widely applied to different aspects of people's lives. Therefore, even though the situations in the imagery scripts were fabricated, learners might not doubt that they could use the English in these scenarios. The case of the L3, however, was much more ambiguous. According to previous research (e.g. Henry, 2011) and the teachers in charge of the intervention groups, learners might have been highly skeptical over the possibilities of being able to use the L3 in the future, so such fabricated scenario might not have been sufficiently helpful in building learners' confidence about their ideal L3 selves. Therefore, after a discussion with the teachers, I finally decided to look for real stories of graduate students using an L3 or other L3 users who had had similar educational trajectories, and to set them as near-peer examples to expand my participants' imaginations with respect to an L3-using future. This choice had its theoretical basis, as Yashima (2009) suggests, learners' peers or people in their surroundings can be important near-peer role models for them to develop their ideal language selves.

Moreover, after the discussion with the teachers, I decided not to include the last strategy into my intervention, namely, reminding learners of the hazard of failing to realise their ideal L3 selves. Specifically, teachers for both English majors and L3 majors were in fear that this practice might have added extra pressure on their L3 learning and led to counterproductive effect.

⁹ Imagery scripts describe the possible situations of using the target language in vivid and detailed language. They were written by the researchers or teachers and used to stimulate students to imagine over a situation in which they could use the language in the future.

4.4.2.4. The actual stages of the intervention

Preparation stage (November 2015-the first half of March 2016)

The whole preparation stage began with the discussion of the length and content of the intervention with the teachers, Mrs Dan and Mrs Cao, who were responsible of the two intervention groups respectively (French class of the English majors and German class of the L3 majors).

Firstly, although both teachers were interested in the intervention activities, they had heavy teaching tasks to finish during the academic term; therefore, the time they could leave for the intervention was limited. Moreover, since all of my participants, either be them L3 majors or English majors, were still at the initial stage of their L3 learning, the intervention activities could hardly be integrated into in-class practices or homework, as Sampson (2012) did in his research. For example, due to learners' limited L3 proficiency, it was impossible ask to them to write down how they wanted to use the L3 in the future in French or German as a way to initiate their ideal L3 selves. Consequently, the intervention could only be introduced as extra activities in class. Therefore, so as not to interfere with teachers' normal teaching, the overall time limit for the intervention was 80-90 minutes for English majors who were learning French and 100 minutes for German majors.

In the face of such limited time, both teachers agreed with my suggestion to divide the whole intervention into three sessions. The first one aimed to encourage learners to imagine using the L3 in the future; the second introduced examples of successful L3 users and the third asked learners to reflect on their ideal L3 selves.

Action stage (from the second half of March to the end of April 2016)

Session One: Initiating learners' ideal L3 selves

The first step of the intervention was to initiate learners' ideal L3 or multilingual selves. In this session, participants were given time (five to ten minutes) to imagine how the L3 would influence their lives in the future. The verbal and written instructions were as follow:

Please take some time to imagine what the L3 could bring to your future life if you have worked hard in learning it. What are you doing and what can you do?

After writing down their imagined future, students were encouraged to discuss about their ideal future with each other and modify their answers.

Session Two: Introducing examples of successful L3 users

This session was the best-received part of the intervention by the participants but also the most difficult one to prepare. At first, I planned to ask the learners to look for individuals who had integrated the L3 into their lives and discussed in class, but this task turned out to be too difficult and time-consuming for the participants. Consequently, the teachers and I decided to look for suitable examples ourselves. Since this part was differently prepared for English majors and L3 majors, it would be discussed separately.

English majors

In search of the examples of successful L3 users for the intervention for English majors, I focused only on non-major L3 learners. Given the huge difference in terms of proficiency, both the teacher and I thought that examples from L3 majors would not have been attractive to English majors who only learnt the L3 as a minor subject. Based on teachers' recommendations and my personal relationships, ten individuals who had been non-majors L3 learners and later successfully used the L3 in their lives were contacted. They all agreed to be introduced as examples in the intervention. I had an interview with each of them and presented their L3-using stories in the format of Powerpoint in class. These ten exemplar learners were divided into the three types.

- Learners who found that the L3 enriched their life experiences, for example, for reading more books, travelling or making friends.
- Learners who used the L3 in their career and obtained better development.
- Examples who regarded the L3 as an important part of their linguistic repertoires, which significantly broadened their horizon and brought them unexpected opportunities. In other words, the L3-using stories of these examples had a prominent multilingual feature.

Interestingly, after the introduction of these 10 prepared examples in class, the teacher added

four more examples out of improvisation based on the stories of her previous non-L3-major students or friends. All of the fourteen examples could be referred to in the Appendix I.

L3 majors

As for the examples of successful L3 users for L3 majors, both non-major and major examples were applied. In addition to the ten examples used for English majors, I also contacted seven former L3 majors who graduated from the same university as my participants. All of them reported that the L3 played an important role in their career, personal lives or postgraduate study.

During this session of the intervention, the stories of all the ‘near peer’ models were introduced. Specifically, I had an interview (one hour on average) with each individual who agreed to be the models before the intervention. The interviews focused on their past L3 learning experiences, how the L3 influenced their current lives and their reflection of learning and using an L3. The content of the interview was subsequently introduced to the class in the format of PowerPoint and the L3-related stories of each individual were summarised within four to five slides. An example could be referred in the Appendix P. In the PowerPoint, I tried to use the excerpts from the interview as much as possible to present the L3-learning and used experiences of the individual. It should be mentioned that initially I intended to videotape my interview with ‘near peer’ models and showed the video clips to the whole class in the intervention. However, as only four of them were willing to be videotaped, I had to present all of their stories in the format of PowerPoint in case my participants might be more impressed by those who had been videotaped.

Session Three: Consolidating learners’ ideal L3 selves

After the second session, learners were asked to re-think about their ideal L3 selves and re-write their imaginations of using the L3 in their future lives. Group discussions were again organised to encourage learners to discuss about their ideal L3 selves.

4.4.2.5. Data collection for the intervention

To examine the effect of the intervention, another round of data were collected. Notably,

quantitative data were collected along with qualitative data this time to have a more robust examination of the effect of the intervention.

Closed questionnaires

Closed questionnaires were administrated to both intervention and control groups before and after the intervention to evaluate to what extent my participants could imagine using the L3 in their future lives. Questions regarding learners' ideal language selves were designed with reference to existing studies (Papi, 2010; Taguchi et al., 2009) and revised by my pilot study, which could be referred to in the Appendix F. Admittedly, several closed-ended questions could not capture the entire picture of this motivational construct. For example, since such questions did not give participants any opportunities to describe their ideal L3 selves, they could not sufficiently explore that in what way learners wanted to use the L3 in the future. However, closed questionnaires were used here because it made it easier for me to identify whether there were any differences in the patterns of learners' ideal L3 selves across the intervention and control groups, and whether participants from the intervention group changed their ideal L3 selves after the intervention, specifically, whether they became more capable of imagining an L3-using future.

Open questionnaires

Since the questions in closed-ended questionnaires might not be sufficient to reveal the detailed change of learners' ideal language selves, open questionnaires were also delivered to examine the qualitative differences between intervention and control groups. Specifically, the same open questionnaires used for intervention group in the sessions in which participants were asked to write down their ideal L3 selves were also delivered to learners from control group. It is worth mentioning that open questionnaires were only delivered after the intervention. The reason was that the written task itself might have stimulated learners to think over their ideal L3-using future, so it could not be delivered before the intervention.

Interviews and class observation

The last round of interviews was conducted with the aforementioned focal participants from either intervention or control group to further examine the effect of the intervention. Class

observation was also conducted from May to June 2016. Particularly, the interviews helped to investigate that whether the intervention would have had different effect on individual learners. The details of the interviews and class observation were similar to the previous ones and would not be explained in details here.

4.5. Data analysis

4.5.1. Qualitative data analysis

4.5.1.1. Transcription and Translation

All the qualitative data was firstly transcribed and the ‘broad system’ (Mackey & Gass, 2005, p.222) was adopted for transcribing interviews, which means I mainly transcribed the verbal accounts of interviews. The reason is that I am mainly interested in participants’ thoughts and expressions rather than their gestures, eye movements, etc. Nevertheless, some obvious hesitations or pauses were recorded, as they might reflect learners’ uncertainty or vague attitudes towards some parts of their L3 motivation. The transcription of the open questionnaire, class observation, journals were easier, as they were already in written format, so my main duty was to transcribe them directly into computer

Moreover, as all the raw data collected from open questionnaires, interviews and written journals were in Chinese, the issue of translation should be discussed. Specifically, due to the large amount of transcribed data, I only translated the data which I used for reporting research findings into English. All the translations were undertaken by me, but a postgraduate who majored in Chinese-English translation helped to check some parts of my translation.

4.5.1.2. Coding for open questionnaires, interviews and written journals

Coding is a process of analysis. It proceeds from lower conceptual level where researchers attached descriptive labels to a chunk of raw material to higher conceptual level at which lower-level codes are grouped, conceptualised and related (Corbin & Strauss, 2012; Creswell, 2005; Miles & Huberman, 1994). Specifically, followed by the suggestion from Creswell (2005), the analysis of data from open questionnaires, interviews and written journals underwent three stages: identifying codes, merging codes into categories, looking for the connections between themes. The software Nvivo 11 was used to assist the analysis process.

Open coding

At the initial stage of coding, I coded the target data at a lower conceptual level by giving descriptive labels to ‘units of meaning’ (Miles & Huberman, 1994, p.56). Since L3 motivation could be highly personalised and context-sensitive, I did not want to be restricted by pre-established notions and, as Corbin and Strauss (2008) warned, ran the risk of oversimplifying my analysis. Therefore, I conducted the first round of coding in a grounded way and let the emerging codes guide the analysis. *In vivo* codes were used when necessary.

Categorising codes into themes

The second stage of coding was to group initial codes into more interpretive and explanatory themes, which represented a higher level of abstraction. Therefore the naming of the themes was less straightforward than that of the initial codes. To select suitable names for the themes, my field notes, research memos and existing literature were all checked to help my thinking. It should be mentioned that this stage was overlapped with the previous stage, as the whole coding process moved forward in an iterative rather than linear manner (Corbin & Strauss, 2008).

After the iterative process of categorising, three broad themes emerged which concerned with 1) learners’ future aspirations related to using the L3, 2) learners’ sense of responsibility as a student to complete course requirements when learning the L3 and 3) a variety of ongoing motives which related to learners’ actual L3 learning, such as learners’ interest in learning the L3, their self-efficacy, teachers’ support or discouragement, etc. These three themes linked conceptually with the concept of ideal language self, ought-to language self and learning experience in the L2 Motivational Self System. Therefore, the L2 Motivational Self System was selected as the basis for my analysis.

However, since the third dimension of the system, *language learning experience*, incorporated all kinds of motivational constructs that gave learners’ immediate motivation at actual learning stage, this theme alone was not detailed enough to describe the specific characteristics of learners’ L3 motivation. Therefore, I initially adopted intrinsic motivation (Deci & Ryan, 1987) and self-efficacy (Bandura, 1997) as sub-themes for grouping codes. However, I soon realised that intrinsic motivation was itself a very broad concept and to some extent overlapped with the notion of self-efficacy, so I used more specific categories to substitute this sub-theme, namely,

‘learners’ engagement with L3 language and culture’ and ‘learners’ enjoyable multilingual experience’.

Moreover, when applying the L2 Motivational Self System to analyse this research, I also made a distinction between multilingual-focused motivation and L3-specific-oriented motivation. As mentioned in the literature review, when learning an L3, learners’ L3 motivation may not only be influenced by their relationship with the specific L3, e.g. their personal interest in the L3 language or their desire to speak with L3 native speakers, but also by their attachment to, or aspiration for, being multilingual. The analysis of empirical data in this study supported this view. For example, many learners reported that they became more willing to learn the L3 when they developed interest in comparing and contrasting different languages. It is evident that such motivation was related to the interplay between languages and should be regarded as multilingual-oriented. This situation made it necessary for me to distinguish multilingual-oriented motivation from L3-specific motivation during the coding process. Therefore, under each of the three broad themes, namely, L3 experiences, ideal L3 self and ought-to L3 self, I further established two sub-themes to make a distinction between the *L3-specific* motivation and multilingual motivation. However, since almost no learners displayed any evidence of developing ought-to multilingual self, this construct was deleted at the later stage of coding. A brief illustration of the broad themes emerged from the coding process is presented as follows:

Table 4.5: An illustration of the broad themes used for coding

Category	Example
L3 learning experience	
L3-specific learning experience (including two sub-themes: learners’ engagement with L3 language and culture and their self-efficacy in relation to learning the L3)	1. I enjoyed learning French, as its pronunciation is so soothing. 2. I become more confident in learning the L3 well
Motivating multilingual experiences	Comparing French with English is interesting.
Ideal L3 self	
Ideal L3-specific self	I hope that my French could be my competitive edge during the job-hunting process.
Ideal multilingual self	I am interested in culture studies and learning another language will definitely deepen my understanding of world civilisation and humanity.
Ought-to L3 self	
Ought-to L3 self	I was required to learn the L3.

Looking for the links between codes and themes

After grouping initial codes into broader themes, I looked for the relationships between different themes. Since identification of such relationships required a deeper investigation into the data and higher level of abstraction (Corbin & Strauss, 2008; Goodson & Sikes, 2001), I relied less on the computer-assisted software at this stage and tried to look for the connections between themes by carefully examining the content of each code and comparing the codes from different participants (Corbin & Strauss, 2008; Miles & Huberman, 1994).

One difficulty during the process of coding

One difficulty I encountered during the process of coding was related to the understanding of language learning experiences. It is only after several rounds of analysis that I realised that it represented a dynamic interaction between a set of ongoing motivational constructs. As explained in the literature review, this motivational construct is relatively under-conceptualised, which increased my difficulty in referring to this construct as an abstract theme to group codes. For example, at the very beginning I simply defined language learning experiences as an overarching theme which included all kinds of learners' L3 motivational constructs related to their current stage of learning. However, when I completed my first round of categorisation, I found codes under this theme were very different in nature. For example, some of them were related to personal attributes, e.g. cultural interests or self-efficacy, whereas others concerned with contextual influence, e.g. teachers' support, which made the further analysis difficult.

This situation drove me to look for whether any inherent relations existing between these codes and how to define the language learning experiences in a clearer way. During this process, I gradually realised that these codes were interrelated with each other. In particular, learners' personal factors seemed to interact with the contextual influences, which constituted the dynamics of learners' language learning experiences. For example, many students attributed their motivation to their positive attitudes towards L3 learning, such as 'I enjoy learning French', and a deeper analysis revealed such positive attitudes were tied to the interaction between their personal interest in the L3 and support from other people, as the following example illustrated.

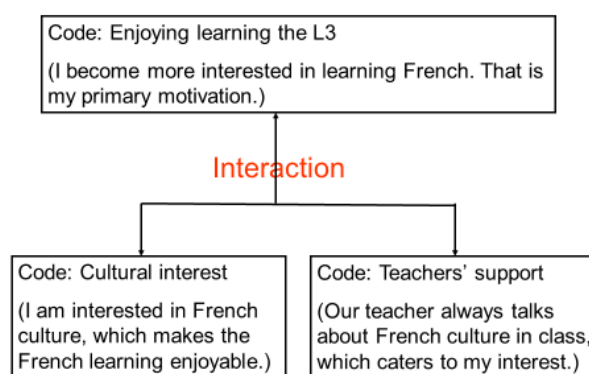


Figure 4.1: *An example of analysing language learning experience*

Therefore, the language learning experience was not simply an overarching term which integrated a handful of unrelated motivational constructs; rather, it was constructed by a dynamic interaction between a set of motivational constructs.

Such re-conceptualisation, however, raised difficulty for reporting, especially for that of the first research question. Specifically, my first research question looked at the characteristics of learners' L3 motivation at different stages. But when language learning experience was viewed as a dynamic construct which were constructed through a set of ongoing motivational constructs, it is hard to explain what learners' language experiences were at a specific time. Therefore, for the convenience of reporting, I will present the most prominent feature of learners' language learning experiences when answering the first research question, for example, deepened cultural interests or stronger self-efficacy. The formation of this construct and how it was related with other ongoing motivational constructs will be explained when I answer the second research question which looked at the construction of learners' motivational trajectories.

4.5.1.3. Analysis of observation

The analysis of observation was more straightforward than that of open questionnaires, interviews and journals. As mentioned before, I developed specific observation scheme to record students' behaviours in class. Therefore, the analysis of the observation was coded accorded to the established categories of motivated behaviour in the observation scheme. After the process of coding, I calculated the frequency of each type of motivated behaviours that learners displayed in class. Specifically, based on the record of the content of the class and

learners' behaviours, I counted how frequently learners showed corresponding motivated behaviours under certain circumstance in each class. Qiao's motivated behaviours in French class on 10th March, 2016 were presented as an example¹⁰:

Table 4.6: An example of Qiao's in-class motivated behaviours

The content of the class	Corresponding motivated behaviours	Frequency in Qiao's case
The teacher was giving lectures	Taking notes or focusing on the teachers	100%
The teacher asked students to do something	Following the teachers' instructions	100%
Group discussion	Leading the group discussion	16%
	Participating in the group discussion	67%
The teacher asked the whole class some questions	Being volunteer to answer	33%
	Asking questions voluntarily in class	0%
Being inattentive	e.g. sleeping or playing mobiles	0%

The average performance of the specific participant was subsequently evaluated based on the average of the total sessions he or she had been observed. Moreover, as this set of data was presented not only at individual level but also at group level, I used 'always', 'sometimes', 'seldom' and 'rarely' to stand for the frequency over 75%, between 50% to 75%, between 25% to 50% and below 25% respectively, as will be shown in the Chapter Five.

4.5.1.4. Identifying different L3 motivational trajectories

As emphasised before, the aim of this study was to explore L3 motivation from a longitudinal perspective. Therefore, after the coding of interviews, class observation and written journal, the data of the same focal participant were grouped together to identify the developing trend of this participant's L3 motivation. Notably, during this process, I realised that learners from the same class displayed highly different L3 motivational trajectories, which made it necessary to compare focal participants' trajectories and to put those with similar L3 motivation into the same group for further analysis. Referring to the identified three major parts of learners' L3 motivation, namely, the ideal L3 self, ought-to L3 self and L3 learning experience, I ultimately identified six different motivational trajectories, three for English majors and three for L3 majors, which is displayed as follow. The details of these motivational trajectories will be

¹⁰ The percentage refers to that in the specific situation displayed in the first column, the frequency that the learner displayed the corresponding motivated behaviours (as presented in the second column), on the basis of my observation. For example, when the teacher was giving lecture, Qiao was taking notes or focusing on the teacher every time when I looked at her.

explained when I present the findings.

Table 4.7: Different trajectories of learners' L3 motivation

	Ideal L3 self	Ought-to L3 self	L3 learning experience
English major			
Type One	Strengthening	Staying stable	Strengthening
Type Two	Weakening	Staying stable	Strengthening
Type Three	Weakening	Staying stable	Weakening
L3 majors			
Type One	Strengthening	Staying stable	Strengthening
Type Two	Strengthening	Staying stable but very strong	Staying stable
Type Three	Weakening	Staying stable	Weakening

4.5.2. Quantitative data analysis

The aim of collecting quantitative data was to test whether the intervention group and control group displayed any difference in terms of their ideal L3 self before and after the intervention. Since the number of participants from the intervention group and the control group in either English or L3 major was below 30, normal distribution could not be assumed and non-parametric tests were applied to examine the effect of the intervention (Field, 2013). Specifically, the Wilcoxon signed-rank test was used to examine the trend of change in pre- and post-test of intervention and control group. The aim was to identify whether the two groups displayed different the trajectory of ideal L3 self. Moreover, the Mann-Whitney test was used to examine whether there would be significant differences between intervention and control group before and after the intervention. The results would be explained in the findings. The software SPSS 19.0 was used to process all the quantitative data.

4.6. Reliability, validity and generalisability

4.6.1. Reliability

Reliability is referred as that future studies can obtain the similar results when they utilise the same approaches to replicate a study (Yin, 2009). To increase the reliability of the quantitative data of this study, I referred to the questionnaires that have been tested by previous studies (Papi,

2010; Taguchi et al, 2009) with the hope such comparatively standardised instruments could enhance the internal consistency¹¹ of the questionnaires (Johnson & Christensen, 2008). Moreover, coefficient alpha was processed to ensure that each variable is measured by proper instruments. The detailed results are as follows:

Table 4.8. The Cronbach Alpha coefficients of the ideal L3 self¹²

Ideal L3 self	No. of items				Cronbach Alpha			
	Pre-test		Post-test		Pre-test		Post-test	
	English majors	L3 major	English majors	L3 major	English majors	L3 major	English majors	L3 major
	3	4	3	4	.862	.895	.859	.865

In terms of qualitative data, based on Yin's (2009) suggestions, I thoroughly demonstrated the process of the research context, the selection of participants, methodology and analytical instruments when reporting my research so that future studies can replicate the current research.

4.6.2. Validity

Validity can be understood as the credibility of researchers' interpretation of data (Silverman, 2013). Based on the review of suggestions in the literature (Corbin & Strauss, 2008; Creswell, 2013; Guba & Lincoln, 1994; Yin, 2009), three aspects were taken into consideration when I endeavoured to ensure the validity of this study: research design, interpretations and my role as a researcher.

Firstly, based on the suggestion from Corbin and Strauss (2008), I attended to have a good fit between my research aims and selection of methodology. According to them, a research with high validity should ensure that research methods were chosen for certain purpose and carried out systematically. As justified previously, the research methods I employed in my study were carefully selected and consistently applied in the fieldwork to achieve my research aim. Moreover, the inclusion of multiple sources also contributed to the trustworthiness of the

¹¹ According to Johnson and Christensen (2008:147), the internal consistency refers to "the consistency with which the items on a test measure a single construct."

¹² As displayed in the table, the three questions were used to test the intensity of English majors' L3 selves were 'I like to think of myself as someone who will be able to speak the L3', 'I think the L3 would be beneficial for my future', and 'If everything goes well, I see myself speaking the L3 in different aspects of life'. The questionnaires for the L3 majors had one more question, namely, 'The job I imagine having in the future requires that I speak the L3 well.' The details can also be referred to in the Appendix F.

present study. Specifically, questionnaires, interviews, journals and class observations were employed to offset the weakness of each method (Johnson & Onwuegbuzie, 2004).

With regard to interpreting data, since new knowledge was generated through my interpretation of participants' voices (Crotty, 1998), some strategies were adopted to enhance the validity of my analysis. Firstly, based on Marshall and Rossman' (2011) suggestion, I frequently engaged in self-reflection and checked my interpretations with my participants to control my personal biases. Moreover, I used descriptions that were similar to participants' own words or actions during the coding process. As suggested by Nunan (1992), this strategy can help researchers approach what is in participants' minds and enhance the accuracy.

Lastly, as Corbin and Strauss (2008) point out, the validity of the research also depends on whether the researcher is sensitive to evidence related to the topic and is able to 'step into the shoes of participants' (2008, p.304). Although I could not replicate the lives of my participants, I tried to enhance my understanding of their feelings by staying in the field for a long time and joining the different activities they attended. These efforts helped me to be more sensitive to the clues that reflected my participants' feelings of their L3 learning.

4.6.3. Generalisability

Based on a case study design, it is worth mentioning that this study was not suitable for generalisation to a larger population but was useful for 'analytic generalisation¹³' (Yin, 2009, p.28) on a conceptual level. Specifically, the aim of this study was to explore how to conceptualise L3 motivation in a Chinese context from a self perspective, which was expected to contribute to researchers' understanding of the L3 motivation at a theoretical level.

4.7. Ethics

Ethics is referred to as principles of conduct and every research inquiry should involve ethical considerations (Reynolds, 1979). Specifically, as Sieber (1992) pointed out, *beneficence, justice*

¹³ According to Yin (2009:68), an analytic generalisation refers to "a carefully posed theoretical statement, theory, or theoretical proposition" that can be applicable in other circumstances.

and *respect* are three key principles for researchers to interact with their participants. This means the research should maximise the benefits and minimise the harm for participants, protect and respect every participant, and treat all the participants fairly. These three principles were strictly followed during my data collection, analysis and reports.

Firstly, at the beginning of my data collection, I clearly informed my participants of my research topic and informed consent was delivered. I also reminded my participants and the teachers that they could drop out at any time if they wished. Moreover, to prevent the possibility that they might have felt that they were only research tools for my study, I endeavoured to maintain a good give-and-take relationship with my participants by offering any help within my capacity and giving them financial rewards. Additionally, following Flinders' (1992) suggestions, I also carefully avoided breaking the cultural norms of the field.

Fairness in the intervention was another important ethical issue. Specifically, although the intervention was only applied to some of my participants and it produced some positive effects on these learners' L3 motivation, it was unclear whether such an intervention could have indeed influenced my participants before it was carried out. Therefore, the study was not unethical for the participants in the control groups.

Lastly, as this study carried out in-depth analysis of individual learners, the issues of protecting participants' privacy stand out. As thick descriptions of individual learners were involved, anonymity was not enough to protect participants' privacy (Guba & Lincoln, 1994). I therefore used pseudonyms for some critical places or organisations that appeared in my participants' stories so that they would not be recognised by readers who might be familiar with them.

4.8. My role in the research

Since my fieldwork lasted for one year during which I had close relationship with my participants, my position in the research should not be neglected and will be discussed in this section. Specifically, at the first stage of my fieldwork, I took an 'onlooker' stance (Patton, 2002) when approaching my participants, as my research aim at this stage was to investigate learners' L3 motivation without any intervention. To achieve this goal, I tried to minimise my influence on my participants. For example, I avoided commenting on my participants' L3 learning during

the interviews in fear that my opinions might have changed their motivational trajectories. As for class observation, I kept silent and sat in some distance from my participants so as not to disrupt their regular learning.

Admittedly, even being an onlooker, my identity as a researcher still more or less influenced the class. To combat this problem, I employed two strategies. Firstly, I kept a research log and frequently reflected on whether I had unduly intervened my participants' L3 learning. Secondly, as Cohen, Manion & Morrison (2002) suggest, I stayed in the field for a long time (from October 2015 to June 2016), which could enhance the probability that my participants could be more at ease with me and behave themselves more naturally. In fact, my influence on the class was reduced when my participants became more familiar with me. For example, although at the very beginning of my fieldwork, my participants were curious about what I was doing, they gradually got used to my presence and stopped paying special attention to me.

During the second phase, however, I inevitably played an active role in the intervention classes, as I was carrying out the intervention. However, I paid attention to not to disturb teachers' and students' regular teaching and learning. For example, I frequently discussed my intervention activities with the teachers and made sure that my research did not have a negative impact on my participants' L3 learning.

Chapter Five

Language Majors' L3 Motivational Trajectories

5.1 Introduction

This chapter reports on the L3 motivational trajectories of learners of both English majors who were required to learn an L3 and those who chose an L3 as their major. The specific focus is to address the first research question, that is to say, to what extent these language majors' L3 motivation changed before and after the intervention.

To guide my analysis, I drew on the motivational constructs proposed by the L2 Motivational Self System (Dörnyei, 2009), namely, the ideal language self, ought-to language self and language learning experience. It should nevertheless be mentioned that whereas the language learning experience was understood as the interaction between individuals and their situated contexts in this study, this chapter mainly aims to present learners' motivational trajectories rather than to investigate why learners formed these trajectories. Therefore, when discussing learners' language learning experience in this chapter, I mainly focus on reporting the most prominent features of learners' L3 learning experience at different learning stages, for example, whether they enjoyed the L3 learning or whether they were confident in their L3 learning, while the question concerning how such L3 experience was constructed by learners' interaction with contexts will be explored in the next two chapters.

Data used in this chapter derived from questionnaires, interviews with learners and teachers,

written journals and class observation, which were collected at both class level and individual level. Whereas open and closed questionnaires were administered to the whole class (both intervention and control groups), interviews and class observations were conducted with selected focal students from each class. The detailed information about the participants and data set are presented in the following table.

Table 5.1: Data used in Chapter Five and information about participants

	Number of participants from English majors		Number of participants from L3 majors	
	Intervention Group	Control Group	Intervention Group	Control Group
Pre-intervention stage (the first phase of the fieldwork)				
The first round of open questionnaires (in Oct. 2015)	15	17	19	16
Three rounds of interviews with focal participants (from Oct. 2015 to Mar. 2016)	8	6	7	6
Class observation on focal participants (from Oct. 2015 to Mar. 2016)	8	6	7	6
Two rounds of journals from the focal participants (in Oct. 2015 and Feb. 2016)	8	6	7	6
Interviews with teachers (in Feb. 2016)	1	1	1	1
Intervention stage (the second phase of the fieldwork)				
Closed questionnaires (before and after the intervention)	17	21	23	24
The second round of open questionnaires (after the intervention)	17	21	23	21
The fourth round of interviews with focal participants (from May 2016 to Jun. 2016)	8	6	7	6
Class observation on focal participants (from May 2016 to Jun. 2016)	8	6	7	6

As revealed by data analysis, the L3 motivation of both English majors and L3 majors was closely related to their ideal L3 selves, ought-to L3 selves and L3 learning experiences, which were constantly changing across the learning process and led to the construction of different motivational trajectories. Specifically, six different motivational trajectories were identified, three for English majors and three for L3 majors.

Interestingly, findings also suggested that learners' L3 motivation was not necessarily related solely to the specific L3 but also to their interest in, and ambition of, being multilingual. In other words, these learners' L3 motivation was also influenced by their multilingual experiences and ideal multilingual selves (Henry, 2017; Ushioda, 2017). Although such multilingual-oriented motivation was not obvious at the beginning, it became a strong motivator

for some of my participants at later stage of their L3 learning.

Whereas data collected from the first phase of the fieldwork substantiated that learners' L3 motivation developed in close relation to the development of their L3 selves, data collected from the second phase suggested that the classroom intervention, which aimed to help learners construct their ideal L3 selves, was found to be effective in the case of English majors but less useful in that of L3 majors.

More detailed explanations for these findings will be presented in the following sections. Specifically, this chapter is divided into two parts which discuss the motivational trajectories of English majors and L3 majors respectively. Each part will be further divided into three main sections, namely, learners' L3 motivation at the beginning stage of my fieldwork, changes taken place in their L3 motivation before the intervention, and changes in their L3 motivation after the intervention. Notably, although learners' L3 motivation was relatively similar at the beginning stage, they began to display different L3 motivational trajectories from the second interview on. Therefore, when I discuss the changes of learners' L3 motivation in the second section, I will focus on reporting these different types of trajectories. Data collected before the intervention from both intervention and control groups are analysed as a whole in the first two sections. However, in the last section, which mainly aimed to examine the effect of the intervention, learners from intervention and control group will be compared. A brief summary about the data used in each section is presented as follows:

Table 5.2: Data used in each section

	Data Set
Learners' L3 motivational trajectories before the intervention	
At the beginning stage	<ul style="list-style-type: none"> ◆ The first round of open questionnaires ◆ The first round of interviews ◆ The first round of written journals ◆ Class observation in Oct. 2015
Changes taken place in learners' L3 motivation before the intervention (<i>six different motivational trajectories emerging</i>)	<ul style="list-style-type: none"> ◆ The second and third rounds of interviews ◆ Class observation from Nov. 2015 to Mar. 2016 ◆ The second round of written journals ◆ Teachers' reports
The changes of learners' L3 motivation after the intervention	
Learners' L3 motivation after the intervention	<ul style="list-style-type: none"> ◆ Pre- and post-test based on closed questionnaires ◆ The second round of open questionnaires ◆ The fourth round of interviews ◆ Class observation from May to Jun. 2016

5.2. English majors' L3 motivational trajectories

Data analysis revealed that English majors' L3 motivation was closely related to their continuously reformulated L3 learning experience and future L3 selves. Whereas many learners were able to accumulate motivating L3 experience during their learning process, only a few of them were able to develop ideal L3 selves. It is only after the intervention that the majority of English majors' ideal L3 selves were strengthened.

5.2.1. English majors' L3 motivation at the initial stage

This section presents English majors' L3 motivation at the beginning stage from the perspective of learners' reports of their L3 motivation and their motivated behaviours, based on data collected from the first round of open questionnaires, interviews and class observation (conducted in October 2015). Findings suggest that English majors' L3 motivation at the outset was relatively similar and primarily constituted by their ought-to L3 selves, L3 learning experience and ideal L3 selves.

5.2.1.1. Learners' L3 motivation based on the open questionnaires

At the beginning of the fieldwork, all the Year Three English majors who were learning French and German were asked in an open questionnaire to briefly describe what motivated them to learn the L3. Of the 37 participants, 32 responded to this question and only one of them listed two factors in the questionnaires. Data analysis revealed that learners' motivation towards learning the L3 generally fell into four categories: engagement with L3 language and culture, interest in learning foreign languages, the aspirations to use the L3 in the future and sense of responsibility to meet course requirements. The first two could be conceptually linked to learners' current L3 experience, the third to ideal L3 self and the last to ought-to L3 self. A summary of the data from the open questionnaire is presented as follows:

Table 5.3: Responses to *What motivates you to learn the L3? (English majors)*

Responses		Example quotes	Number
<i>L3 experience</i>	Engagement with L3 language and culture	1. I want to know what the most beautiful language (referring to French) in the world looks like. 2. German culture is intriguing.	14
	Interest in learning foreign languages	1. I enjoy learning another language. 2. I am interested in learning foreign languages	4
<i>Ideal L3 self</i>		1. I hope the L3 can be a competitive advantage for me during the job-hunting. 2. Learning an L3 is good for my future.	9
<i>Ought-to L3 self</i>		1. It is a compulsory course, so I should learn it well. 2. I learn it because it is required.	6
Total number of comments			33

It can be inferred from the table that the majority of English majors (18 out of 32) were positive about L3 learning at the beginning, mainly due to their interest in the L3 culture or foreign language learning. Notably, although learners were from two different classes and were learning different languages, the role of the language did not make any significant differences in their L3 motivation. Specifically, of the 14 responses which reflected learners' appreciative attitudes towards the L3 culture, eight were from French class and the other six were from the German class. The only difference between the two groups was that French learners showed their appreciation of the 'romantic' facets of French culture and German learners were interested in the 'rationality' of German people. This suggested that these learners' engagement with the L3 culture contributed to their L3 motivation, no matter which languages they were learning.

Moreover, learners' future L3 selves were also found to be motivating. As displayed by the table, nine learners (four from the French class and five from the German class) hoped to integrate the L3 into their future lives, indicating the role of ideal L3 self in their L3 motivation. Six learners, on the other hand, were under course pressure to learn the L3, suggesting the existence of the ought-to L3 self.

Therefore, data from the open questionnaires suggested that English majors' L3 motivation was related to their ideal and ought-to L3 selves, and L3 learning experiences. Yet as the answers in the open questionnaires were relatively brief, more in-depth analysis with reference to the interviews was needed.

5.2.1.2. Learners' L3 motivation based on the first round of interviews

14 participants (eight from the French class and six from the German class) were willing to be selected as focal participants and were all interviewed. The results from the first round of interviews with them supported the findings from the open questionnaires that learners' ought-to L3 selves, ideal L3 selves and L3 learning experiences contributed to their L3 motivation. Notably, the interview data further suggested that at this stage, learners' ought-to L3 selves and enjoyable L3 learning experience were the main driving forces for their L3 learning, whereas the motivating effect of their ideal L3 selves was relatively limited.

Ought-to L3 self: Meeting course requirements

Data from interview firstly revealed that the need to meet course requirements was a very important source of motivation that prompted English majors to take up and sustain their L3 learning. Specifically, all the interviewees regarded 'being required to learn' to be a crucial reason that motivated them to learn the L3. For example, Haiyun commented:

Pressure from teachers' requirements is important for my German learning. Anyway, I am a student and I should follow the teacher's steps and pass the exam.

Therefore, learners' sense of responsibility to satisfy course requirements pushed them constantly to put effort into the L3 learning. This kind of motivation could be conceptually linked with their ought-to L3 selves, as they tried to meet others' expectations and fulfil their 'responsibilities'.

L3 learning experience: Curiosity about a new language

Moreover, the majority of interviewees also positively evaluated their current L3 learning and regarded the pleasure they experienced from learning an L3 as part of their L3 motivation. For example, when talking about why they were motivated to learn the L3, twelve out of the fourteen interviewees mentioned 'interest in learning the L3' as an important reason. Deeper analysis further suggested that such motivating L3 experience was mainly out of learners' curiosity about a newly-learnt language and culture, as seven interviewees admitted that it was 'a feeling of freshness' that contributed to their interest in learning the L3. Hangying indicated,

for example, ‘Learning a L3 is a fresh new experience. I am always fascinated by our teacher’s introduction to German culture, such as food, movie or folktales.’ Hence, curiosity about a new language and culture brought fresh learning experiences to these English majors and motivated them to learn the L3.

Ideal L3 self: Being more globalised

Learners’ ideal L3 selves was another factor that was identified as influencing their motivation. Specifically, eleven interviewees reported that they had the intention to use the L3 in the future. In their view, the L3 could be ‘a shining part’ of their future identities against the backdrop of globalisation. Xianyi suggests, for example, ‘As very few people could speak two foreign languages in China, speaking an L3 makes me unique, especially in such a globalised world.’ Therefore, these learners recognised the value of a foreign language in a globalised world and therefore regarded the L3 as a distinctive linguistic asset to make them ‘unique’ in China.

However, when asked whether they thought such aspirations played an important role in motivating them to the L3, only two of them considered this motivational construct as a significant part of their L3 motivation. The reason might lie in the vagueness of their ideal L3 selves. For example, when I asked them how the L3 could make them ‘unique’, typical answers were ‘I haven’t seriously thought over this question’ or ‘I don’t know, probably for travelling, job-hunting and so on’. Such short and general responses suggested that the majority of learners had not fully developed their ideal L3 selves.

5.2.1.3. English majors’ motivated behaviours at the initial stage

Since learners’ actions were an important indicator of their motivation, English majors’ motivated behaviours in and out of the class were analysed to present a more complete picture of their L3 motivation. Specifically, to research learners’ motivated behaviours at the initial stage, data from class observation conducted in October 2015, the first round of interviews with, and journals written by the 14 focal participants was analysed.

Findings suggest that both learners’ in-class and after-class behaviours focused on completing teachers’ requirements, indicating the important role of their ought-to L3 selves in guiding their L3 learning. Moreover, their motivating L3 learning experiences and ideal L3 selves were

found to be helpful in terms of increasing their willingness to accept those course requirements. A brief summary¹⁴ is presented by the following table.

Table 5.4: The summary of learners' motivated behaviours¹⁵ at the initial stage

In-class behaviours (based on class observation in Oct. 2015)		Number of participants displaying such behaviours
Taking notes when the teacher giving a lecture	Always	12
	Sometimes	1
	Seldom	1
Reactions to teachers' questions	Answering questions when being asked	14
Following teachers' instructions	Always	11
	Sometimes	3
Asking questions voluntarily	Sometimes	2
	Rarely	12
Being inattentive	Sometimes	1
	Seldom	2
	Rarely	11
After-class behaviours (based on interviews and journals)		
Finishing homework	Always	12
	Sometimes	2
Doing autonomous learning	Sometimes	1
	Rarely	13

The analysis revealed that learners mainly focused on fulfilling teachers' requirements in the L3 class in the initial stage. Specifically, the majority of learners strictly followed the teacher's instructions in class (11 out of 14) and concentrated on the lectures (12 out of 14). However, there was little evidence that these learners actively engaged in the L3 class at this time, as only two of them were ready to ask some questions in class. Learners' self-reports substantiated the results of class observation, as ten learners mentioned that they did 'whatever the teacher required' in the L3 class. Learners' after-class learning behaviours also suggested the dominant position of their ought-to L3 selves in guiding their L3 learning. For example, except one learner, all the other participants admitted that they did nothing more than completing homework and reviewing the book after the class.

In case learners' behaviours in strictly following teachers' instructions had been related to non-motivational reasons, such as being incapable of undertaking autonomous learning due to their limited L3 proficiency or being shy about asking teachers' questions, I asked these learners

¹⁴ Due to word limit, the detailed summary of class observation could be referred to in the Appendix N.

¹⁵ The word 'always', 'sometimes' and 'rarely' are used for convenience to summarise my class observation. Specifically, 'always' refers to that in more than 75 per cent of the situations, they displayed such behaviours. 'Sometimes' means that the percentage is between 50 and 75 per cent. 'Seldom' stands for 25 to 50 per cent possibilities and 'Rarely' represents learners displaying certain behaviours was below 25 per cent.

why they only followed teachers' instructions in learning. Although shyness and limited L3 proficiency were raised as some of the reasons, the participants (nine out of fourteen) also admitted that 'completing course requirements' was their primary concern in learning the L3. This again suggested that at the beginning stage, they were mainly motivated to learn the L3 by the need to fulfil the course requirements.

However, it should be mentioned that learners' enjoyment of L3 learning experiences and ideal L3 selves did play a role in shaping their motivated behaviours at this stage. For example, nine out of the fourteen interviewees mentioned that they were willing to complete course requirements. Six of them attributed such willingness to 'the joy brought by learning the L3' and three to both the 'joy' and 'the hope to use the L3 in the future'.

In sum, at the beginning of their L3 learning, English majors were mainly motivated by their ought-to L3 selves, their motivating L3 experience and their ideal L3 selves. Notably, their ought-to L3 selves played a crucial role in motivating them to start and sustain their L3 learning, while the motivating effect of their ideal L3 selves was less prominent. The following graph summarises English majors' L3 motivation at this stage. Specifically, their ought-to L3 selves constituted the main part of learners L3 motivation and was put in the largest circle. The L3 learning experience was also rather important. In comparison, the motivating power of their ideal L3 selves was relatively limited and was therefore in the smallest in size.

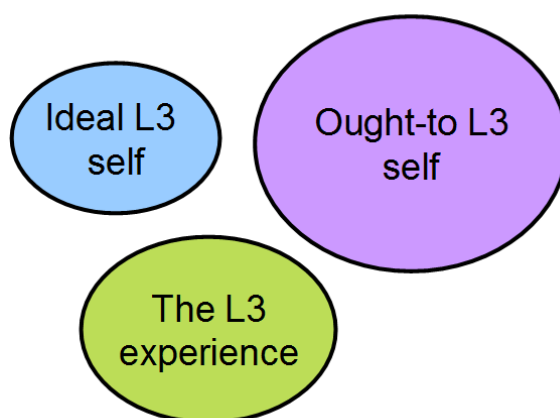


Figure 5.1: *English majors' L3 motivation at the initial stage*

5.2.2. Changes in English majors' L3 motivation before the intervention: Emergence of three types of L3 motivational trajectories

Although these learners' L3 motivation was relatively similar at the initial stage, their L3 motivational trajectories began to diverge from the second interview. As mentioned before, a total of three motivational trajectories were identified:

- English majors of the first type (three learners) significantly increased their L3 motivation, mainly due to their accumulated motivating L3 experience and their strengthened ideal L3-*specific* and multilingual selves;
- English majors of the second type (five learners) displayed a more complex motivational pattern. They reported increased interest in learning the L3, but their self-efficacy in their current L3 learning decreased and they failed to develop their ideal L3 selves;
- English majors of the third type (six learners), however, gradually came to experience lowered cultural interest and self-efficacy and did not develop their ideal L3 selves.

In the following part of this section, I will discuss these three motivational trajectories. For each type, data will be presented in relation to learners' self-reports of their L3 motivation (based on the data from second and third rounds of interviews) and their motivated behaviours, both in class (based on the class observation conducted from November 2015 to March 2016) and after class (based on the second and third rounds of interviews with students, written journals and teachers' reports).

5.2.2.1. Type One: Motivated by strengthened ideal L3 self, enhanced L3 experience and ought-to L3 self

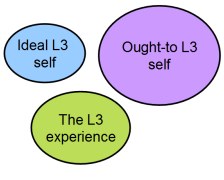
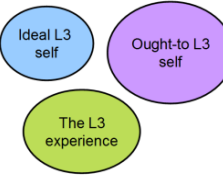
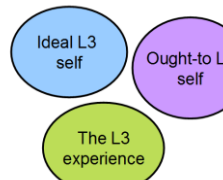
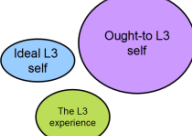


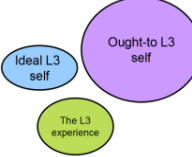
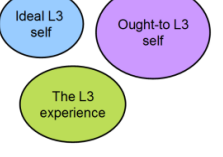
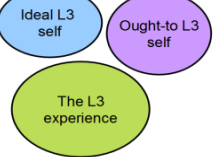
Three learners demonstrated this type of motivational trajectory. They increased their L3 motivation over the course of learning, mainly due to their enhanced L3 learning experience and their strengthened ideal L3 selves.

Learners' reports of their L3 motivation

Based on the second and third rounds of interviews, these learners reported developing deeper interest in their current L3 learning and became more interested in using the L3 in the future.

The following table summarises their reports¹⁶.

Table 5.5: The summary of English majors' reported L3 motivation (Type One)

Motivational Construct	The first interview	The second interview	The third interview
Xianyi (French)			
<i>Ideal</i>	Probably I can use it in the future.	I became more interested in using French in the future.	I become increasingly eager to speak three languages in the future!
<i>Ought-to</i>	My main motivation comes from teachers' requirements.	Meeting course requirement is still important for me.	Meeting requirement gives me immediate motivation.
<i>L3 Experience</i>	I am interested in French culture.	I become very interested in French fashion.	I really love French culture.
			
Qiao (French)			
<i>Ideal</i>	Probably I can speak French in the future.	I began to seriously think over using the L3 in the future.	I really want to use French in the future. That's a very important motivator now.
<i>Ought-to</i>	My main motivation comes from course requirements.	Meeting teachers' expectation is still important.	Teachers' push is still important for me.
<i>L3 Experience</i>	Learning a new language is refreshing!	I have obtained a sense of achievement when learning French.	I enjoy learning French That's the most important motivator for my learning.
			
Han (German)			
<i>Ideal</i>	The L3 might be useful for my future.	I learn German for a better future.	I really want to be more special by learning the L3.
<i>Ought-to</i>	Meeting requirements is my primary concern.	I don't want to disappoint my teachers. That's very important.	I don't want to be evaluated as a bad student.
<i>L3 Experience</i>	German culture is interesting.	I am really interested in comparing German with English.	I am making progress and became more confident. That's very motivating!
			

¹⁶ In this section, I mainly focus on explaining the changes in learners' L3 motivation based on the second and third interviews, but individual learners' L3 motivation at the initial stage (the first interview) was also presented with the aim of displaying the changing trajectories more explicitly.

Enhanced L3 learning experience

As illustrated above, these English majors' L3 learning experience became an increasingly more important source of motivation. All three learners in the second interview told me that their 'interest' or 'love' of learning the L3 increased significantly, which added to their L3 motivation. A closer look at the data revealed that such improved L3 experiences were related to these students' stronger engagement with the L3 language and culture, accumulation of enjoyable multilingual experience and increasing self-efficacy in terms of learning the L3.

Deeper engagement with L3 language and culture

Firstly, all three learners reported that they developed their 'interest' in the L3 learning when obtaining deeper understanding of the L3 language and culture. For example, Qiao became more eager to learn more about French people's lifestyles, Xianyi showed stronger interest in French fashion and Han cultivated her love for German philosophy. Notably, these learners' deeper engagement with L3 culture did not seem to equate to their stronger integrative attitudes towards the L3 community. In fact, none of the three learners expressed any desire to integrate into French or German society. Rather, they developed deeper cultural interest mainly because they discovered the connection between the L3 and other aspects of their personal hobbies. For example, Xianyi had a deep love for fashion and art, Han was engaged with history and philosophy and Qiao had a wide range of interest in culture and language. In other words, their deeper engagement with L3 seemed to derive from their internal identification of the L3 as aligned with their personal interest.

Accumulation of enjoyable multilingual experience

It is interesting to note that these learners' 'love' for learning the L3 was also related to their interest in comparing and contrasting different languages and cultures, as illustrated in the following excerpts:

Learning French is very interesting. When I compare the grammar and vocabulary of French and English and spot any similarities or differences, I feel like a linguist.
(Xianyi)

I like to compare French, English and Chinese, the languages themselves and the values they carry. That's the charm of learning languages. (Qiao)

Learning another language helps me to know another culture. As I compare German, English and Chinese culture, I learn more about humanity. (Han)

As these excerpts illustrated, these three learners obtained ‘interesting learning experiences’ when they noticed the similarities and differences between languages. Such experience could be regarded as multilingual experiences, as they involved thinking explicitly about the languages in their repertoires. As all the learners reported, these experiences added to the joy they obtained from L3 learning and enhanced their willingness to learn the L3, indicating the positive role played by their multilingual experiences in forming their L3 motivation.

Increased self-efficacy in L3 learning

As displayed by the table, Qiao and Han reported that they became ‘more confident’ or ‘obtained a sense of achievement’ during the learning process, which also added to their ‘interest’ in learning the L3. This change indicated that they became more firmly believed in their competence in learning the L3 well, which led to more positive evaluation of their current L3 learning and increased L3 motivation.

Strengthened ideal L3 self

In addition to learners’ actual language learning experiences, all three learners also reported to have increased their L3 motivation due to their enhanced willingness to integrate the L3 into their future lives. Interestingly, deeper analysis revealed that such strengthened ideal L3 selves focused less on the specific use of the L3 in the future than on the value of the L3 as part of their expanding linguistic repertoire, which might be conceptually linked with the notion of ideal multilingual self.

Specifically, all three learners gradually realised that learning French could enhance their linguistic and intercultural awareness. For example, Xianyi and Qiao both mentioned that they hoped to use French to deepen their understanding of Western languages so as to realise their ambition to become a translator or linguist in the future. Similarly, Han wanted to learn German to broaden her horizons and be better informed of the differences between cultures. Therefore, when imagining the role played by the L3 in their future lives, these learners did not position L3 as separate from the other languages they knew. Rather, their three languages were in a state of fluidity. Qiao’s words showed a vivid example:

I think learning French will greatly broaden my horizon. (...) For example, I may even know more about our own culture by comparing it with French culture.

As this excerpt illustrates, Qiao aspired to a future where her different linguistic systems functioned as a whole to expand her perspective. In other words, she looked upon the value of the L3 in terms of how it would help her to be multilingual and multicultural.

Interestingly, these learners' ideal L3-*specific* selves were less developed than their ideal multilingual selves. For example, Han never mentioned that she was thinking of using only German in the future. As for Qiao, though she imagined communicating with native speakers, she admitted that she was not confident that she could realise this ambition. From this perspective, their ideal multilingual selves occupied a more dominant position when these learners imagined integrating the L3 into their future lives.

Sustained ought-to L3 self

Lastly, these learners' ought-to L3 selves seemed to undergo less obvious change and still played a role in their L3 motivation. As displayed by the table, these learners' sense of duty to complete course requirements constantly prompted them to learn the L3 hard.

Learners' motivated behavior

These English majors' motivated behaviours substantiated their reports that their enhanced L3 experience and ideal selves added to their L3 motivation. Based on data collected from second round of journal writing, the second and third rounds of interviews and class observation from November 2015 to March 2016, a summary of their motivated behavioural changes is presented in the following table.

Table 5.6: The summary of English majors' motivated behaviours (Type One)

	Xianyi	Qiao	Han
In-class behaviours (based on class observation)			
Taking notes when the teacher was giving a lecture	Always	Always	Always
Reactions towards teachers' questions	Answering in small voice	Speaking out <i>(more frequently)</i>	Answering in a small voice
Following teachers' instructions when asked	Always	Always	Always
Behaviours in group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion
Asking questions voluntarily	Rarely	Sometimes <i>(more frequently)</i>	Rarely
Being inattentive	Rarely	Rarely	Rarely
After-class behaviours (based on learners' interviews and journals)			
Previewing and reviewing the textbook as required	Always	Always	Always
Finishing homework as required	Always	Always	Always
Autonomous learning (at the initial stage, only Xianyi reported having occasionally learnt French songs) <ul style="list-style-type: none"> ➤ Xianyi began to assign herself two French essays to be read per week. ➤ Qiao began to learn a new French song every fortnight and planned to sign up for a national standardised exam. ➤ Han reviewed the textbook more frequently than previously. 			
Teachers' evaluations (based on interviews)			
<ul style="list-style-type: none"> ➤ 'Xianyi's attitude towards French learning is very serious.' ➤ 'Qiao became more active in class.' ➤ The teacher had a very vague impression of Han and did not comment on her learning. 			

Firstly, although no obvious changes were observed in Xianyi's and Han's motivated behaviours, Qiao became more active in the L3 class, specifically, being more willing to ask questions in class. During the follow-up interviews, Qiao told me that she did this because her desire to use French in the future strengthened and she was eager to find more opportunities to practise her French. Therefore, the development in Qiao's ideal L3 self enhanced her motivation to take a more active part in the L3 class.

These learners' L3 motivated behaviours after class changed more obviously. As the table illustrates, all three learners carried out more systematic L3 learning after class. According to them, such changes would be attributed to 'a stronger desire to use the L3 in the future' (Han, Qiao and Xianyi) and 'deepened interest in learning the L3' (Xianyi). Therefore, learners' increasingly motivating L3 experience and the creation of their ideal L3 selves did play a role in facilitating their L3 learning.

A short summary of the first type of English majors' L3 motivational trajectories

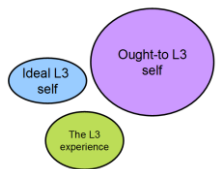
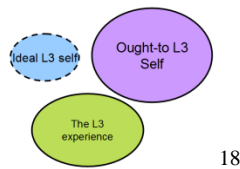
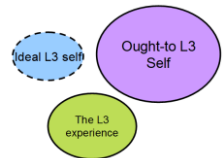
- English majors in this group developed enhanced L3 motivation during the learning process
- They accumulated more motivating L3 learning experience during the process of learning, due to their developed deeper engagement in the L3 culture, stronger interest in comparing languages and increased self-efficacy.
- They developed stronger ideal L3 selves, in particular, the ideal multilingual selves.

5.2.2.2 Type Two: Enjoying learning the L3 but failing to develop ideal L3 self

Learners' reports of their L3 motivation

Another five learners who developed similar motivational trajectories were grouped into the second type. Like the first type, they also reported a deepened interest in L3 culture and in making comparing between languages. However, these learners' self-efficacy with regard to learning the L3 well diminished and they failed to develop concrete an ideal L3 self, which hindered the further development of their L3 motivation. A summary is presented as follows:

Table 5.7: The summary of English majors' reported L3 motivation (Type Two)

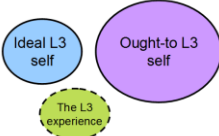
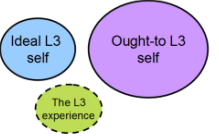
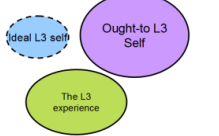
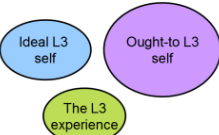


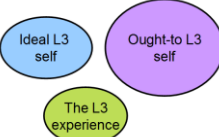
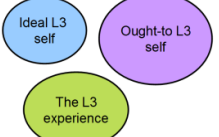

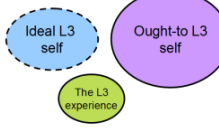


Motivational Construct	The first interview	The second interview	The third interview
Minde (French)			
<i>Ideal</i>	20% of my motivation comes from my hope to use it in the future.	/ ¹⁷	It's too hard to use French in the future.
<i>Ought-to</i>	Half of my motivation comes from the course requirements.	Meeting teachers' expectation is important.	Teachers' push is important for me.
<i>L3 Experience</i>	30% comes from my cultural interest.	Compare languages is full of fun.	Learning French is interesting but too hard.
			

(to be continued)

¹⁷ ‘/’ means this learner did not mention anything about this motivational construct in this interview.

¹⁸ The dashed circle means that the motivating effect of this motivational construct was very limited.

Table 5.7: Continued

Yuxuan (French)			
Ideal	If possible, I want to use it in the future.	Probably I can use it in the future	/
Ought-to	My main motivation comes from the course requirement.	My main motivation is to meet up teachers' expectations.	My main motivation comes from the course requirements.
L3 Experience	/	/	I became more interested in French learning
			
Menglun (French)			
Ideal	I want to apply for postgraduate study in French.	I gave up my plan of studying in France.	/
Ought-to	Meeting requirements is my primary concern.	When our teacher raises higher requirements, my motivation increased.	I need to pass the exam.
L3 Experience	I am interested in learning French.	I become more interested in French culture, especially French fashion!	I am still very interested in French but sometimes it was hard to achieve a sense of achievement.
			
Qinting (German)			
Ideal	I want to use it in the future.	I want to use it in the future.	I don't think I will use German in the future.
Ought-to	Teachers' requirement motivates me.	My main motivation comes from course requirements.	Meeting course requirement is my main motivation.
L3 Experience	German culture seems to be interesting.	Comparing languages is very interesting.	I am interested in German culture but I do not think I can learn it very well.
			
Linting (German)			
Ideal	/	/	I think very little about the future things.
Ought-to	It's a compulsory course.	It's a student's duty to finish course requirement.	I need to pass the exam. That's my primary concern.
L3 Experience	The feeling of learning German is not bad.	I am interested in using three languages.	Comparing languages always interests me.
			

Sustained ought-to L3 self

As the table illustrated, the ought-to L3 self was an important part of all five learners' L3 motivation, which was mainly related to their sense of obligation to meet teachers' expectations and course requirements.

A complex developmental pattern of learners' L3 learning experience

The motivating effect of these learners' L3 learning experiences was relatively complex. On the one hand, all five learners reported being 'more interested' in learning the L3 from the second interview, mainly because of their deepened engagement with the L3 language and culture and their multilingual experiences. On the other hand, three of them explicitly mentioned that their self-efficacy in terms of their L3 learning fell, which to some extent compromised the enjoyment they experienced by learning the L3.

Deepened engagement with L3 culture and being multilingual

Firstly, four out of the five learners reported that their interest in the L3 culture had deepened, which added to the enjoyment they experienced from their L3 learning. Specifically, Qinting began to appreciate the rigorousness, as she perceived it, of German people based on her accumulated knowledge of German culture. Minde, Yuxuan and Menglun became more interested in French fashion, music or art. Therefore, like the previous type, these learners became surer that the L3 language and culture was aligned with their personal interest and were therefore more affectively engaged in learning this language.

In addition, learners' multilingual experiences also added to their interest in learning the L3. For example, Linting reported being 'more motivated' to learn the L3 when German was added to the linguistic resources that she could use to express herself. Similarly, Minde and Qinting were interested in 'comparing different languages and cultures', which 'added to the enjoyment when learning another language'. This suggested that the multilingual experience played a role in improving these learners' L3 experience and adding to their L3 motivation.

Diminished self-efficacy with regard to L3 learning

Despite learners' increased interest in L3 culture, three of them began to doubt their capacity to 'learn the L3 well', indicating a decline in their self-efficacy in terms of the L3 learning. When followed up, all the three learners admitted that their lower self-efficacy 'negatively influenced' (Menglun) their L3 motivation and sometimes made them 'frustrated' (Qinting) at their L3 learning. This suggested that these learners' declining confidence in their L3 learning hampered the further development of their L3 motivation.

Notably, such lack of confidence does not necessarily mean that these learners had made less progress in their L3 learning than the first type of learners. In fact, all three learners were among the top ten learners in their classes. However, these learners had their own appraisal framework for evaluating their progress in L3 proficiency, which were found to be related to their ideal L3 selves, as will be discussed in more details in Chapter Six.

Weakened ideal L3 self

While these learners increased their interest in the L3 learning, their ideal L3 selves became weaker, hindering the further development of their L3 motivation. For example, in the case of Yuxuan and Linting, though they did not deny the possibility of integrating the L3 into their future, they admitted that they had not seriously thought about how to use it. For example, Linting reported, 'I have little idea about the future at this stage'. As for Qingting, Minde and Menglun, they had initially struggled to identify possible opportunities in the future but gradually gave up making such effort, which, in Qingting's words, dampened her 'learning enthusiasm to some extent'. Hence, such weakening of these learners' ideal L3 selves negatively influenced their L3 motivation.

Learners' motivated behaviours

The motivated behaviours of the second type of learners also changed, either in class or after class. Data suggests that the majority of these learners' motivated behaviours slightly enhanced, though in a less prominent way as that of the first type of learners did, probably due to the lack of existence of an ideal L3 self to channel long-term motivation. Table 5.8 displays a summary of learners' motivated behaviours.

Table 5.8: The summary of English majors' motivated behaviours (Type Two)

	Qinting	Minde	Linting	Yuxuan	Menglun
In-class behaviours					
Taking notes	Always	Always	Always	Always	Always
Reaction to teachers' questions	Answering in small voice	Answering in small voice	Listening to others	Speaking out <i>(More frequently)</i>	Answering in small voice
Following instructions	Always	Always	Sometimes	Always	Always
Group discussion	Taking a leading role in the discussion	Participating in the discussion	Participating in the discussion	Participating in the discussion	Participating in the discussion
Asking questions voluntarily	Sometimes	Rarely	Rarely	Sometimes <i>(More frequently)</i>	Sometimes
Being inattentive	Rarely	Seldom	Seldom	Rarely	Rarely
After-class behaviours					
Reviewing the textbook as required	Always	Always	Always	Sometimes	Always
Finishing homework	Always	Always	Sometimes	Always	Always
Autonomous learning (at the initial stage, none of these learners reported undertaking any autonomous learning) <ul style="list-style-type: none"> ➤ Qinting read news written in German in her free time. ➤ Linting occasionally wrote her journal in German. ➤ Menglun sometimes learned some German songs. ➤ Yuxuan and Minde rarely undertook any autonomous learning. 					
Teachers' evaluations					
<ul style="list-style-type: none"> ➤ 'As a non-L3-major student, Menglun is learning German quite hard'. ➤ The teachers had very vague impression of Qinting, Linting, Yuxuan and Minde. When I tried to remind the teachers of these learners, they generally commented on them as 'good students'. 					

Firstly, learners' increasingly enjoyable L3 learning experiences seemed to motivate them to learn the L3 harder. For example, Yuxuan was more likely to interact with the teacher in class, for example, answering questions voluntarily or asking questions in class. According to her, her increasing interest in the L3 language made her 'willing to participate more in class.' Moreover, three of them became more willing to undertake some autonomous learning for the L3, for example, reading news written in the L3. Such change could be attributed to their increased interest in the L3 learning. Menglun commented, for example, 'I become more interested in French language and culture. So I am more willing to do some extra work for the L3'.

However, the lack of ideal L3 selves seemed to hinder the further development of these learners' L3 motivation. For example, although three of these learners undertook some autonomous learning for the L3, they told me that they did not do this regularly but only when they were 'in

a good mood' (Linting). This contrasts with the motivated behaviours displayed by learners in the first group who systematically assigned themselves with autonomous learning tasks. This seems to suggest that learners' enjoyable L3 experiences, though giving rise to learners' motivated learning, might not necessarily trigger systematic learning.

A summary of the second type of English majors' L3 motivation

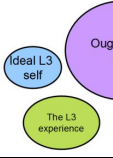


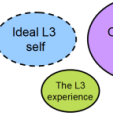
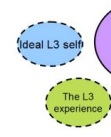
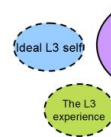
- English majors of this type enhanced their L3 learning experience due to their deepened engagement in the L3 language and culture and stronger interest in comparing different languages.
- But their self-efficacy in terms of learning the L3 well declined during the process of learning.
- Obvious weakening of their ideal L3 selves could be identified.

5.2.2.3. Type Three: Motivated by ought-to L3 self

Learners' reports of their L3 motivation

Compared to their peers, English majors who were assigned to the last type, however, had decreased L3 motivation during the learning process, as their L3 learning experiences became less motivating and ideal L3 selves became weaker. A summary is presented as below:

Table 5.9: The summary of English majors' reported L3 motivation (Type Three)

Motivational Construct	The first interview	The second interview	L3 learning experience
Bing (French)			
<i>Ideal</i>	Probably it could be useful for my future.	/	I don't think I will use French in the future.
<i>Ought-to</i>	I learn it mainly because it is a compulsory course.	I don't want to disappoint my teacher.	Teachers' push is important for me.
<i>L3 Experience</i>	I am interested in learning French!	I am still interested in learning French.	I am bored of French grammar!
			
Haiyun (French)			
<i>Ideal</i>	/	/	Speaking French is unimaginable.
<i>Ought-to</i>	It's required.	It's compulsory.	It's required.
<i>L3 Experience</i>	I am also a bit curious to a new culture.	/	/
			

(Continued)

Table 5.9: Continued

Ji (French)			
<i>Ideal</i>	/	I don't want to learn French.	/
<i>Ought-to</i>	Meeting requirements is my primary concern.	It's required.	I need to pass the exam.
<i>L3 Experience</i>	I am a bit interested in the L3 learning	/	I don't like French.
Yu (German)			
<i>Ideal</i>	I want to use it to find a better job.	/	I don't think I will use German in the future.
<i>Ought-to</i>	Course requirement is important for my German learning.	I always try to meet up teachers' expectation.	My only motivation comes from course requirement.
<i>L3 Experience</i>	I am curious towards a new language.	/	Learning a language is too hard.
Xutao (German)			
<i>Ideal</i>	Probably an L3 can be useful in the future.	/	/
<i>Ought-to</i>	It's a compulsory course.	It's compulsory.	I need to pass the exam
<i>L3 Experience</i>	/	I became a bit interested in German.	My interest decreased.
Hanglin (German)			
<i>Ideal</i>	I want to use it to find a better job.	Hong did not attend this interview.	I gave up my ambition
<i>Ought-to</i>	It's compulsory.		I need to pass the exam
<i>L3 Experience</i>	I like learning German.		My interest faded.

Sustained ought-to L3 self

Data suggest that learners' ought-to L3 selves played a predominant role in their L3 motivation throughout the learning process. These learners were mainly motivated by their sense of obligation to meet the L3 course requirements and teachers' expectations from the second to the third interviews.

Less motivating L3 learning experience

As displayed by the table, these English majors' 'interest' in the L3 learning gradually diminished. As can be seen, such decreasing interest was primarily tied to their less positive evaluation of their current L3 learning experiences. In fact, rather than developing a deeper interest in the L3 culture like their peers, five out of the six learners evaluated the L3 learning as less interesting due to the increasing difficulty of the course. As Haiyun told me in the third interview, 'The feeling of being buried in grammatical rules is not interesting at all'.

Moreover, all these learners reported being much less confident about their L3 learning. Like the second type of learners, they regarded learning the L3 well as difficult (Hanglin), which threatened their self-efficacy in relation to L3 learning. In short, these learners were neither interested in nor confident about L3 learning, leading to their loss of interest in it. Such lack of 'interest' harmed their L3 motivation, as all six learners reported being 'less eager' to learn the L3.

Weakened ideal L3 self

Lastly, these learners also became less willing to use the L3 in the future, which further harmed their L3 motivation. As displayed by the table, whereas some of these learners initially intended to use the L3 in the future, none of them reported maintaining such ambition in the third interview. Without such 'hope' (Hanglin), they reported to be less enthusiastic about the L3 learning.

Learners' motivated behaviour

Not surprisingly, none of these learners increased their efforts to learn the L3 during the learning process; rather four of them admitted that they spent less time on their L3 learning. The table

below summarises their motivated behaviours:

Table 5.10: The summary of English majors' motivated behaviours (Type Three)

	Bing	Yu	Xutao	Hanglin	Haiyun	Ji
In-class behaviours (based on class observation)						
Taking notes	Always	Always	Sometimes	Always	Always	Seldom
Reaction to teachers' questions	Answering in small voice	Listening to others	Listening to others	Listening to others	No reaction	No reaction
Following teachers' instructions	Always	Always	Sometimes	Always	Always	Seldom <i>(Less frequently)</i>
Raising questions voluntarily	Rarely	Rarely	Rarely	Rarely	Rarely	Rarely
Group discussion	Participating	Participating	Participating	Participating	Participating	Participating
Being inattentive	Rarely	Rarely	Sometimes <i>(More frequently)</i>	Rarely	Seldom	Always <i>(More frequently)</i>
After-class behaviours (based on learners' interviews and journals)						
Previewing and reviewing the textbook as required	Sometimes	Sometimes	Sometimes	Seldom <i>(Less frequently)</i>	Seldom <i>(Less frequently)</i>	Only before exams <i>(Less frequently)</i>
Finishing homework as required	Sometimes	Always	Always	Always	Always	Seldom
Autonomous learning						
➤ None of the learners reported any autonomous learning during all the three interviews.						
Teachers' evaluations						
➤ Ji played with her mobile in class much more frequently. I don't think she ever listened to me.						
➤ The teachers had very vague impression of the other five learners.						

As can be seen, Xutao and Ji became more likely to be inattentive in class. In particular, in the case of Ji, while she spent much time listening to the teacher at the initial stage, she always played with her mobile in class in the second term. She told me in the interview that she thought the L3 learning for her was 'a waste of time', indicating severe decline of her L3 motivation.

Similarly, obvious decrease could also be found in Hanglin's, Ji's and Haiyun's after-class behaviours, as they became less willing to fulfil the teachers' requirements, especially those activities that could not be scrutinised by the teacher, such as previewing and reviewing the text. Moreover, none of the six learners attempted to undertake any autonomous learning after class. In short, by treating the L3 only as a compulsory course, learners' motivated behaviours in terms of the L3 learning became rather limited.

A summary of the third type of English majors' L3 motivation

- English majors of this type decreased their L3 motivation throughout the learning process.
- They became less positive in evaluating their current L3 learning experiences and weakened their aspiration in terms of using the L3 in the future.
- Their L3 motivation mainly came from their ought-to L3 selves.

5.2.3. English majors' motivational changes after the intervention

An intervention was carried out in the L3 French class in the second term of the academic year, after the third round of data had been gathered. Divided into three sessions, it aimed to construct learners' ideal L3 selves. Specifically, English majors were firstly asked to exchange their opinions about the opportunities to use the L3 in the future. The teacher and I subsequently introduced more possible usages of the L3 based on the examples of graduated students who integrated the L3 into their lives. Finally, the learners were encouraged to think again about their ideal L3 selves. The details can be referred to in the methodology chapter. Results from both quantitative and qualitative data suggest that the intervention had a significant influence on strengthening English majors' ideal L3 selves.

5.2.3.1 Quantitative data

A closed-ended questionnaire was designed to measure learners' ideal L3 selves and administrated to both experimental and control groups before and after the intervention, which could be referred to in the Appendix F¹⁹. The quantitative data revealed that the intervention had significant positive influence on building up learners' ideal L3 selves.

The first test focused on testing within-subject effect and aimed to examine whether the ideal L3 self of participants from the two groups (intervention and control) changed after the intervention. The results revealed that the ideal L3 self of the control group became weaker in the post-intervention test, whereas the ideal L3 self of learners from the intervention group were strengthened. Specifically, since the number of participants from both the intervention group

¹⁹ The three questions were used to test the intensity of English majors' L3 selves were 'I like to think of myself as someone who will be able to speak the L3', 'I think the L3 would be beneficial for my future', and 'If everything goes well, I see myself speaking the L3 in different aspects of life'. The details can also be referred to in the Appendix F.

(N=17) and the control group (N=21) was below 30, the non-parametric test, the Wilcoxon test, was conducted. With regard to the control group, their ideal L3 selves after the intervention ($Mdn=3.84$) were significantly different from those before the intervention ($Mdn=4.40$). $z=-2.511$, $p<.05$, $r=0.41$. This result illustrates that learners' ideal L3 selves without intervention became significantly weaker during the learning process. In comparison, the results from the intervention group revealed that their ideal L3 selves after the intervention ($Mdn=4.43$) were also significantly different from those before the intervention ($Mdn=3.98$). $z=2.53$, $p<.05$, $r=0.41$, but the mean score was enhanced. This result illustrates that learners' ideal L3 selves were strengthened rather than weakened, suggesting that the intervention helped them to strengthen their ideal L3 selves.

The second test focused on between-group effect and aimed to examine whether any significant differences in terms of ideal L3 self could be identified between the interventional and control group before and after the intervention. Results showed that learners of the intervention group had stronger ideal L3 selves than those from the control group in the post-intervention test, though no significant difference was identified in the pre-intervention test. Specifically, the pre-intervention tests were carried out with both groups before the intervention. Due to the limited size of the sample, the non-parametric test, the Mann-Whitney U test, was conducted. The results revealed that in the pre-test, the intervention group (N=17, $Mdn=3.98$) did not differ significantly from the control group (N=21, $Mdn=4.40$), $U=232$, $z=1.59$, ns, $r=0.26$. Therefore, the intervention group did not have stronger ideal L3 self than the control group in the pre-intervention test. Nevertheless, the results from the post-intervention test revealed that the intervention group (N=17, $Mdn=4.43$) differed significantly from the control group (N=21, $Mdn=3.84$), $U=92.5$, $z=-2.58$, $p<.05$, $r=0.42$. This suggests that the intervention group had stronger ideal L3 self than those of the control group in the post-intervention test. Hence the intervention contributed to the strengthening of the ideal L3 selves of learners in the intervention group.

5.2.3.2 Qualitative data

Data from open questionnaires

The subsequent open questionnaires also provided evidence that the intervention had had a positive impact on the construction of learners' ideal L3 selves, in particular, helping them to

think of more possibilities of integrating the L3 into their future lives. Since previous analysis showed that English majors seemed to have difficulty in discovering the value of learning an L3 and therefore could not develop their ideal L3 selves before the intervention, such change could be important for laying a foundation for developing their ideal L3 selves.

In the open questionnaires, learners were asked to (1) to describe their ideal L3 selves (for both groups), and (2) comment on the effect of the intervention (only for those from the Intervention Group). Of the 17 participants in the intervention group, 12 appraised the intervention as having been motivating and having strengthened their aspiration in terms of using the L3 in the future. Moreover, when describing their ideal L3 selves, learners from the intervention group seemed to be able to give more diverse answers. Specifically, all 17 learners from the intervention group and the 21 participants from the control group answered this question. On average, each participant from the intervention group and the control group wrote down 3.58 and 2.95 different ways of using the L3 in the future respectively. A summary is presented as follows:

Table 5.11: Responses from open questionnaires after the intervention

Responses	Number of the comments	
	Intervention Group (N=17)	Control Group (N=21)
To be a competitive advantage when hunting for a job	9	16
Being useful when travelling to Germany or France	11	16
Watching L3-dubbed films	6	7
Reading L3-written books	4	6
A potential destination for studying abroad	4	2
Doing some L3-Chinese translations	4	1
Introducing Chinese culture to more people	3	1
Being useful when participating in some international events	5	0
Learning more L3 songs	4	0
Being promoted when working in the international companies due to better intercultural competence.	6	0
Communicating with native speakers when running into one	0	9
Better linguistic and cultural awareness	5	3
Feeling cool about speaking a lesser-spoken language	0	1
The total of the comments	61	62

As displayed by the table, the intervention broadened learners' perspectives on the value of learning an L3. Firstly, although using the L3 to find a better job, travelling to the L3-speaking countries, watching L3-dubbed movies and reading books written in the L3 were frequently

mentioned by both groups, participants from the intervention group suggested more situations in which the L3 could be used (e.g. getting promoted and attending international events). Moreover, whereas 52 per cent of the comments from the control group were related to using the L3 to find a better job or travel to the L3 country, such percentage was much lower in the intervention group. On the contrary, the percentage of comments concerning other L3-using possibilities, such as doing some simple L3-Chinese translation or teaching Chinese to L3 speakers, was much higher than that in the control group. This indicates that the intervention helped learners to become aware of a wider range of L3-using opportunities, so they did not focus only on using the L3 for travelling or finding a better job, which had frequently been mentioned by teachers previously and might have therefore been easily thought of.

Notably, no participants in the intervention group thought of using the L3 in the case of running into a native L3 speaker in the future, whereas nine participants in the control group mentioned this usage of the L3. However, before the intervention, learners from both groups had mentioned encountering L3 speakers as a possibility to use the L3, probably because this possibility had been mentioned by teachers in class and therefore they might have been aware of it. This difference seems to suggest that learners from the intervention group might have paid more attention to concrete plans to use the L3, which could be realised through L3 learning rather than anticipating accidental opportunities of encountering native speakers.

It is also worth mentioning that intervention might have helped the L3 learners to be more aware of the importance of being multilingual in the future. For example, more learners in the intervention group mentioned that they wanted to use the L3 in combination with English to participate in international events and improve their linguistic and cultural awareness. This suggests that they began to regard the L3 being part of their expanding linguistic repertoire.

Data from interviews

Data from interviews also supported that the intervention was effective for the majority of learners, as six out of seven participants seemed to be more interested in integrating the L3 into their future lives, suggesting the strengthening of their ideal L3 selves. The following table summarises these learners' changes.

Table 5.12: Interviewees' comments on their ideal L3 self in the fourth interview

Name	Previous motivational trajectory	Comments on ideal L3 self in the fourth interview
Qiao	Type One	Thanks to the intervention, I think I am now more confident that learning an L3 is valuable for my future.
Minde	Type Two	I have just realised that the L3 can be used in so many ways! In this case, the L3 might be beneficial for my future.
Yuxuan	Type Two	Wow, I am more optimistic about my L3 learning now. I think I can do some simple translations in the future.
Menglun	Type Two	The intervention is useful. I had not expected an L3 could be so useful.
Haiyun	Type Three	The activity is good. Probably the L3 can benefit my future.
Bing	Type Three	Probably French can bring me some unique opportunities in the future.
Ji	Type Three	I am not interested in using French in the future.

As displayed by the table, six of the seven learners more or less strengthened their ideal L3 selves. For example, Qiao, who had an already developed ideal L3 self, firmed up her belief that the L3 could be useful for her future, and other learners, whose ideal L3 selves had nearly disappeared before the intervention, became interested again in the possibility of using the L3 in the future, indicating the re-emergence of their ideal L3 selves.

However, whereas six learners strengthened their ideal L3 selves, only four of them were interested in developing ideal multilingual selves. Specifically, Minde and Yuxuan showed little interest in the value of the L3 in terms of expanding their whole linguistic and cultural repertoire. According to them, such a value was 'too abstract to be comprehended'. This indicated that the construction of learners' ideal multilingual selves seemed to be more difficult than that of their L3-specific selves, which will be discussed in more detail when I come to discuss individual cases in the next chapter.

Data from class observation

While learners' ideal L3 selves were strengthened by the intervention, changes in their motivated behaviours were less salient, especially in-class behaviours (from May 2016 to June 2016). Specifically, all seven learners learned the L3 in a very similar way to how they did before the intervention and only three of them (Minde, Bing and Yuxuan) reported being more willing to put effort into German learning after class. This seems to suggest that though learners became more willing to use the L3 in the future after the intervention, the majority of them did not directly change their behaviours.

A brief summary of English majors' L3 motivational trajectories

In summary, the analysis of the developmental trajectory of the English majors' L3 motivation revealed that their longitudinal L3 motivation was formed in close relation to their L3 learning experience and future L3 selves.

- Firstly, English majors' ought-to L3 selves were found to be an important motivator which prompted them to learn the L3.
- Secondly, the accumulated enjoyable L3 experience also enhanced many learners' motivation.
- Nevertheless, only a few learners developed their ideal L3 selves before the intervention.
- Lastly, the intervention contributed to the strengthening of learners' ideal L3 selves.

5.3. L3 majors' motivational trajectories

This section focuses on analysing the motivational trajectory of L3 majors. Like English majors, L3 majors' L3 experience and future L3 selves also played an important role in shaping their L3 motivation and were constantly revised throughout the learning process. However, unlike the English majors, the ideal L3 self was a crucial part of learners' L3 motivation from the beginning. Lastly, the intervention did not reveal evidence of having significantly strengthened learners' ideal L3 selves.

5.3.1. L3 majors' L3 motivational trajectories at the initial stage

This section discusses why these L3 majors chose an L3 as their major and what motivated them to learn the L3 during the initial stages of their learning. Data from open questionnaires and the first round of interviews revealed that the L3 majors chose to learn the L3 due to their aspirations to be 'more globalised' in the future and their personal interest in learning foreign languages. In addition to their reasons for choosing to learn the L3, interview data indicated that in these learners' actual L3 learning, their ought-to L3 selves also played an important role.

5.3.1.1. The reason for choosing to learn the L3

Since the L3 majors were not forced, but chose, to learn the L3, an investigation into their reasons for choosing this major was necessary in order to understand their L3 motivation.

Data from open-questionnaires

The open questionnaires were administered to both Year One German majors and French majors at the beginning of fieldwork, asking them to list their reasons for choosing the L3 as the major. Of 47 students, 35 responded to this question with 31 of them only giving one reason and four giving two. The other 12 questionnaires were left blank. Data analysis revealed that they chose to learn the L3 mainly because of their personal interest and the promising future prospect of being an L3 major. The following table illustrates this situation:

Table 5.13: Responses to *Why did you choose this major? (L3 majors)*

Reasons for choosing the L3		Example quotes	Number
Personal interest	Interest in foreign languages	1. I am really interested in learning foreign languages and German sounds cool. 2. I want to learn another language and French is the only choice for students in my province.	17
	Interest in the L3	1 I am interested in German people and culture so I chose this major. 2 French culture looks very intriguing.	6
Aspiration for the promising prospect of using the L3 in the future (the ideal L3 self)		1 My father told me that L3 majors can easily find a job in the future. 2 It's very international now learning another language should be useful.	16
The number of the comments			39

As the table illustrates, learners' personal interest was one of the main reasons that drove them to select the L3 as their major. As shown in the table, 23 learners mentioned that it was their personal interest that prompted them to learn the L3. It is nevertheless noticeable that such interest was not mainly related to the L3 but to their interest in foreign languages. For example, only six learners explicitly reported to be interested in German or French. In comparison, 17 students who selected their major out of 'interest' were actually mainly interested in learning foreign languages. The reason for them to choose German/French was because of a vaguely positive impression of the language (e.g. 'German sounds cool' or 'French seems to be good'). Therefore, whereas the majority of learners were interested in learning another foreign language,

their actual experience in relation to the L3 was probably still limited at this stage.

Another important factor for learners when choosing the L3 was the promising prospect of an L3-using future. According to the table, it is evident that learners believed that the L3 could help them to have a better future, suggesting the existence of ideal L3 self as a motivator. However, as the descriptions in the open questionnaires were very brief, interview data was needed for more in-depth analysis.

Data from the first round of interviews

Data from the first round of interviews with 13 learners who majored in the L3 substantiated the results from the open questionnaires that it was the prompt of a promising future involving L3 opportunities (the ideal L3 self) and their personal interest in learning languages that drove these learners to learn the L3.

Ideal L3 self: Valuing the L3 as a linguistic asset for professional development

Firstly, the prospect of a promising L3 future was one of the main reasons that prompted the focal participants to select the L3 as their major. Specifically, apart from one learner, all the other 12 interviewees regarded the L3 as a distinctive linguistic asset in a globalised world. Firstly, according to them, as China was becoming more globalised, an L3 would be more useful in China. Moreover, as seven interviewees pointed out, as English was widely learnt in China, being able to speak English no longer gave them a competitive edge. Therefore, only an L3 could make them 'special' and set them apart from those who could only speak English as a foreign language. Therefore, the L3 was valued by these learners as an important linguistic asset in a country where not many people could speak a second foreign language.

Interestingly, when talking about the unique opportunities that an L3 could give them, these L3 majors mainly saw the instrumental value of the L3 for career development. Specifically, all the 12 interviewees told me that they aspired to a future in which the L3 could help them become highly competitive in the job market. Although five of them also mentioned the value of the L3 in terms of 'cultivating cultural awareness', they admitted that the potential value of the L3 for professional development was more important when it came to their selection of the L3 major.

Interest in learning a foreign language

Another important reason that motivated these learners to learn the L3 was their intrinsic interest in learning foreign languages, according to 11 out of 13 interviewees. Notably, their interest in foreign languages was probably tied to their past English experiences, as eight interviewees attributed their interest in learning foreign languages to their successful English learning experiences. It was again noticeable that when I asked them why they did not choose English as a major despite their strong interest in learning English, all these learners told me that they thought the L3 would be a more distinctive and promising linguistic asset than English which was too widely learnt.

In short, learners' choice of the L3 as their major mainly related to their desire to be 'more globalised' in the future and their personal interest in learning foreign languages. In particular, given the fact that the L3 was not frequently learnt in China, these learners seemed to regard the L3 as a special linguistic asset for their future.

5.3.1.2. Learners' L3 motivation during the actual L3 learning at the outset

Data from the first round of interview

Since learners' motivation for choosing to learn a language could be significantly different from their motivation during the actual process of learning, I also drew on data from the first round of interviews to explore learners' L3 motivation when learning the L3. It should be mentioned that in the open questionnaires, I originally included one more question that asked learners what motivated them during the actual L3 learning process in addition to why they had chosen the L3 as a major. However, except for nine learners, all the other 26 learners seemed to regard the two questions as the same and left this question blank. Therefore only the data from the first round of interviews were used here to investigate learners' L3 motivation during the actual learning process, which suggested that these L3 majors' ought-to, ideal L3 selves and L3 learning experience all played a role in their L3 motivation at the initial stage.

Ideal L3 self: Providing long-term motivation

Firstly, L3 majors' ideal L3 selves were found to be important in shaping their motivation. All 13 interviewees felt their aspirations to use the L3 in the future could be viewed as a source of long-term motivation which added to their willingness to put effort into L3 learning. However, such ideal L3 self did not seem to be frequently thought of during learners' actual L3 learning, so its immediate motivating effect might not be very prominent. For example, Xixuan reported:

Well, if you asked me what motivated me in a long run, it is definitely my hope to speak German in the future. But that future is too far away for me to think of when I choose whether to review the texts or to go shopping.

Therefore, learners' strong aspirations to use the L3 in the future did contribute to their willingness to learn the L3, but such ideal L3 selves were not closely connected to their current learning and therefore were not frequently envisaged in their current L3 learning at the initial stage.

Ought-to L3 self: The responsibility to learn the L3 hard as an L3 major

In addition, during the actual learning process, learners' ought-to L3 selves were also found to be important in their L3 motivation, as all the interviewees admitted that their motivation was significantly influenced by their sense of responsibility to learn the L3 well as a major student. According to them, majoring in the L3 meant that the L3 would be intimately related to their future development, so it is 'necessary' for them to learn the L3 well.

Moreover, the immediate course requirement also gave L3 majors pressure to put effort into L3 learning. For example, 10 out of 13 interviewees professed that the need to complete teachers' requirements gave them immediate motivation to learn the L3, for example:

I generally follow teachers' requirements during my German learning. I am a bit passive in learning so I need some push from my teachers. (Yi)

Well, it is out of the question that my immediate motivation came from my teachers (laugh). If they had not set such high expectation for us, I would have spent more time hanging out. (Chuqin)

L3 learning experience: Curiosity about a new language

Lastly, ten interviewees also told me that they felt ‘excited’ about learning a new language, and such curiosity about a new language also contributed to their L3 motivation. Therefore, their enjoyable L3 learning experience also increased their L3 motivation. However, according to ten of them, such experience was not the primary motivator, and they were mainly motivated by the course requirements and their eagerness to use the L3 in the future.

Learners’ motivated behaviour

Data revealed that learners’ L3 motivated behaviours at this stage mainly focused on fulfilling teachers’ requirements. Such situation could be mainly explained by learners’ sense of responsibility to complete teachers’ assignments, though their desire to use the L3 in the future and interest in learning the L3 added to their willingness to accept these requirements. A brief summary of their behaviours is presented as follow, based on data from first round of interviews and written journals, and the record of class observation taken in October 2015

Table 5. 14: The summary of L3 majors’ motivated behaviours at the initial stage

In-class behaviours (based on class observation of 13 focal participants)		Number of participants displaying such behaviours
Taking notes when needed	Always	13
Reactions to teachers’ questions	Answering questions when asked	13
Following teachers’ instructions	Always	13
Asking questions voluntarily	Sometimes	2
	Rarely	11
Being inattentive	Seldom	2
	Rarely	11
After-class behaviours (based on interviews and journals from 13 focal participants)		
Finishing homework	Completing all the homework	12
	Completing the majority of homework	1
Doing autonomous learning	Sometimes	3
	Rarely	10

As displayed in the table, all the learners mainly focused on following teachers’ instructions in class, whereas only four learners were ready to ask questions in class. When I asked learners to

explain their inactive role in asking questions during the interviews, four of them attributed this to shyness, whereas others admitted that since such engagement in these activities was not compulsory, they did not have enough motivation to be involved. This seemed to suggest that the external course pressure did play an essential role in motivating learners at this stage. However, all of the interviewees told me that they did not resist such external pressure from teachers, as they believed teachers' requirements were 'good for their future', suggesting that the existence of their ideal L3 selves also influenced their L3 motivation.

In terms of after-class behaviour, twelve learners completed all the assignments and one was able to finish the majority of homework, as finishing homework was always regarded as 'the duty of a learner'. However, though strictly following teachers' requirements, fewer learners engaged in any autonomous learning on their own. As for the three learners who undertook autonomous learning, two of them reported having done so due to 'the desire to have a better future' and one attributed it to 'having fun', which again indicated the influence of learners' ideal L3 selves and L3 experience in influencing their behaviours.

In sum, learners' ought-to L3 selves played an important role at the beginning stage in their L3 motivation. Moreover, learners' aspiration to integrate the L3 into their future also added to their L3 motivation, but such ideal L3 selves were nevertheless not fully fledged, which to some extent compromised its motivating effect. Lastly, the joy learners obtained from learning a new language also contributed to their motivation to learn the L3. The following graph briefly summarises L3 majors' L3 motivation at the beginning stage.

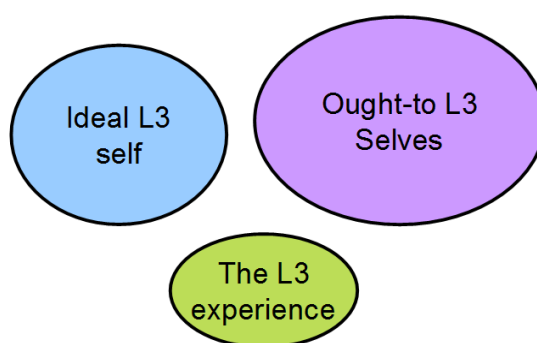


Figure 5.2: *L3 majors' L3 motivation at the initial stage*

5.3.2. Changes in L3 majors' L3 motivation before the intervention: Emergence of three types of L3 motivational trajectories

Although individual L3 majors' L3 motivation did not differ obviously at the initial stage, different patterns formed in the course of learning. As mentioned in the methodology chapter, three different motivational trajectories were identified.

- L3 majors (four learners) who in the first type constantly strengthened their ideal L3 selves and accumulated motivating L3 experiences, indicating that the L3 played a more important role in shaping their future identities and experience.
- As for the second type of L3 majors (four learners), their ideal L3 selves also developed, while the motivating effect of their L3 learning experience seemed to be more complex.
- L3 majors of the third type (five learners) were still mainly motivated by the need to satisfy course requirements. But their current L3 learning experience became less enjoyable and their ideal L3 selves were challenged.

Moreover, only a few learners' L3 future selves and experience were found to be related to being multilingual, whereas the majority of learners' motivation was specifically related to French or German.

In the following part of this section, I will discuss the motivational trajectories of these three types of learner. In each type, data will be presented in relation to learners' self-reports about their L3 motivation (based on the data from the second and third rounds of interviews) and their motivated behaviours in-class (based on class observation conducted from November 2015 to March 2016) and after class (based on the second and third rounds of interviews with students, the second round of written journals and teachers' reports).



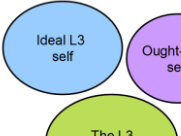
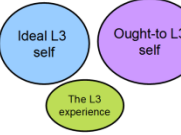


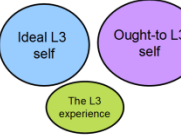

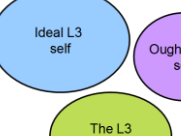
5.3.2.1. Type One: Motivated by strengthened ideal L3 self, enhanced L3 experience and ought-to self

Learners' reports of their L3 motivation

These learners increased their L3 motivation during the learning process, which could be


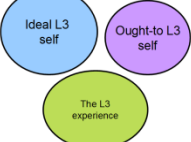

attributed to their enhanced L3 learning experience and the strengthening of their ideal L3 selves. Notably, their learning motivation was not specifically L3-oriented but it also related to being multilingual. The following table displays a brief summary of their L3 motivation, based on the second and third rounds of interviews.

Table 5.15: The summary of L3 majors' reported L3 motivation (Type One)

Motivational Construct	The first interview	The second interview	The third interview
Yi (German)			
<i>Ideal</i>	German is important for my future. (...) But that future is still far away.	Previously I felt the future was far away, but now I really felt that I learn for my own future.	I want to speak several languages in the future!
<i>Ought-to</i>	It's my major, so I have to work hard.	I sometimes need to be pushed by teachers.	Some push from teachers is always beneficial.
<i>L3 Experience</i>	I am interested in learning German.	I am now a fan of football! So my love for German increased.	Making progress makes the learning enjoyable.
			
Chugin (German)			
<i>Ideal</i>	German is important for my future.	I gradually realise that what I am learning now is related to my future.	A new language opens a door to learn about the world.
<i>Ought-to</i>	Push from teachers is very important.	I need to be pushed by teachers.	I become more internally motivated.
<i>L3 Experience</i>	I am very interested in learning German.	I am more interested in German culture.	It's full of fun to learn a language.
			
Ziqin (French)			
<i>Ideal</i>	French is important for my life, but that is something in the remote future.	I think future begins to play an increasingly important role in my motivation.	My primary motivation comes from my aspirations for future.
<i>Ought-to</i>	The main motivator is course requirements.	It's my major.	It's my major, so I should learn it hard.
<i>L3 Experience</i>	Everyone thinks French is beautiful, so, (laugh), I think so.	French culture is truly intriguing, especially films!	I love translating French into Chinese.
			

(to be continued)

Table: 5.15: Continued

Yumeng (French)			
<i>Ideal</i>	French is important for my future, but that is still something four years later.	I am learning for my future.	The very thought of speaking three languages in the future motivates me to move forward.
<i>Ought-to</i>	It's my major. So I have to learn it well.	It's my major.	It's my major.
<i>L3 Experience</i>	I am curious about French and France.	I am more interested in learning French.	Making progress gave me a sense of achievement.
			

Strengthened Ideal L3 self

As the table illustrates, learners' ideal L3 selves were enhanced to a crucial position, or even the most important one, in shaping their L3 motivation. The crux of this situation is that these learners became increasingly aware of the importance of the L3 for their future. As Ziqin and Yi both mentioned, their ideal L3 selves were not so 'far away' as previously but could be 'felt' during their actual learning process. This implies that their ideal L3 selves were more frequently triggered in the course of learning. In other words, the L3-using future to which learners aspired was in their 'working concept' (Markus and Nurius, 1985, Henry, 2015), in which their ideal L3-using selves were able to function as a strong motivator. It is also noticeable that the strengthening of learners' ideal L3 selves seemed to help these learners internalise the meaning of their L3 learning. For example, as Yi pointed out, although she still stressed the importance of teachers' push, she admitted that she became more 'internally motivated'. Similarly, Yumeng and Chuqin had also reported to be more motivated by their future ambition than by course requirements. In other words, the ideal L3 selves played an increasingly important role in shaping these learners' L3 motivation.

Notably, Ziqin, Chuqin and Yi also developed ideal multilingual selves in addition to their L3-specific selves. For example, Chuqin had begun to think of using German and English to do research on European literature. Ziqin, though she still hoped to be an L3 teacher in the future, had gradually accepted the idea of using English and French in combination in the future. All these ambitions had a clear multilingual focus. As for Yi, though she was still not clear about how German would influence her future life, she was nevertheless willing to work using her multilingual skills if she had opportunities. Therefore, these learners' ideal multilingual selves

seemed to be an emerging choice when they imagined integrating the L3 into their future lives.

Enhanced L3 learning experience

As the table illustrates, all of the four learners reported that over the course of the L3 learning, they became more interested in their current L3 learning, which motivated them further to learn the L3. Specifically, such ‘interest’ can be understood as a combination of their deepened interest in the L3 culture and in comparing different languages, as well as increased self-efficacy with regard to the L3 learning.

Deepened interest in the L3 culture and being multilingual

Firstly, all of these learners reported being increasingly interested in the L3 language and culture. For example, Ziqin and Yumeng tended to be keen on reading French poetry or novels; Yi became fascinated by German football and politics; and Chuqin deepened her interest in German culture. This situation suggests that the L3 became increasingly important in terms of influencing learners’ current experiences, which made them happy and more motivated to undertake their L3 learning.

Moreover, except for Yumeng, the other three learners also reported that comparing different languages and cultures contributed to their ‘interest’ in learning the L3. In other words, their multilingual experience played a significant role in enhancing their motivation. For example, Ziqin identified some similarities between English and French, which stimulated her to think about ‘the general rule’ underlying the structures of language. Similarly, Yi gradually found learning both English and German deepened her understanding of European culture. Such experience, in turn, reformulated learners’ motivation to learn an L3.

Enhanced self-efficacy in learning the L3

As the table illustrated, all the learners’ interest in the L3 learning was also related to their ‘progress in the L3 learning’ or increased awareness of ‘how to learn the L3’, indicating they became more confident in their capacity to learn the L3 well. As Yi told me proudly in the second interview, ‘a look at how much progress I have made in learning German gave me energy to move on.’ Therefore, learners’ increasing self-efficacy in term of their L3 learning also added to their L3 motivation.

Sustained ought-to L3 self

Lastly, learners' ought-to L3 selves were still found to be important in shaping their L3 motivation. A closer look at the data revealed that these learners' ought-to L3 selves mainly related to their sense of obligation as an L3 major to learn the L3 well. As indicated by all four students, being an L3 msjor meant that the L3 would play a very important role in their present and future lives. Therefore, it was necessary for them to learn it well.

Learners' motivated behaviour

In accordance with their reports, learners' motivated behaviours also confirmed that their L3 motivation had increased, mainly due to their enjoyable L3 learning experiences and strengthened ideal L3 selves. A detailed summary is presented as follow:

Table 5.16: The summary of L3 majors' motivated behaviours (Type One)

	Ziqin	Yumeng	Chuqin	Yi
In-class behaviours (based on class observation)				
Taking notes	Always	Always	Always	Always
Reactions to teachers' questions	Answering in a small voice	Answering in a small voice	Speaking out	Answering in a small voice
Following teachers' instructions	Always	Always	Always	Always
Group discussion	Following others	Following others	Leading the discussion	Following others
Asking questions voluntarily	Sometimes <i>(More frequently)</i>	Rarely	Rarely	Sometimes <i>(More frequently)</i>
Being inattentive	Rarely	Rarely	Rarely	Rarely <i>(Rarer)</i>
After-class behaviours (based on learners' interviews and journals)				
Previewing and reviewing the textbook	Always	Always	Always	Always
Finishing homework as required	Always	Always	Always	Always
Reciting the texts as required	Always	Always	Always	Always
Autonomous learning (All the four learners reported to do more autonomous learning than before) <ul style="list-style-type: none"> ➤ Ziqin began to recite French poems to learn new expressions. ➤ Yumeng began to concentrate on learning strategies and made adjustments accordingly. ➤ Chuqin began to look for opportunities online to practise speaking with native speakers. ➤ Yi began to look for extra language drills online to consolidate her grammatical knowledge. 				
Teachers' evaluations (based on interviews)				
<ul style="list-style-type: none"> ➤ 'Ziqin is the best one in this class. Hard-working, determined, and bright.' ➤ 'Yumeng is very self-reflective, especially after the mid-term.' ➤ 'Chuqin is the most active student in class.' ➤ 'Yi is much more hard-working this term.' 				

Data from class observation revealed that though Chuqin's and Yumeng's in-class behaviours had not changed significantly, Ziqin and Yi had become more active. For example, Ziqin had begun to ask questions more frequently and Yi had become more focused in class and more willing to ask questions. According to Ziqin, asking questions in class could build up her confidence in speaking French, which would be highly important for her in the future. Therefore, her strengthened ideal L3 self contributed to her behavioural changes.

Behavioural changes in terms of after-class behaviours seemed to be more obvious. For example, all four learners had begun to learn the L3 in a more autonomous way. As the table illustrates, Chuqin and Yi were doing extra exercises to practise their L3s, with the aim of 'learning it better and using it for the future', and Yumeng had become eager to look for effective L3 learning strategies with the aim to 'learn the L3 better'. Therefore, when learners' interest in current L3 learning improved and their ideal L3 selves consolidated, they put more effort into the L3 learning.

A summary of the first type of L3 majors' motivational trajectories

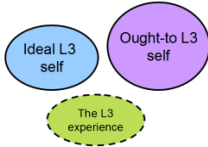
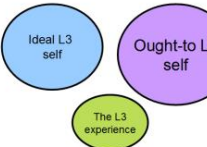
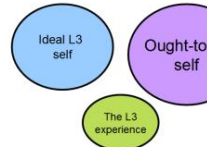
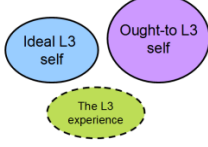
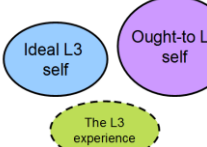
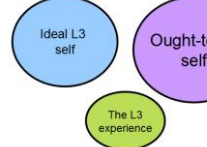
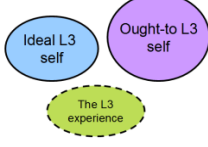
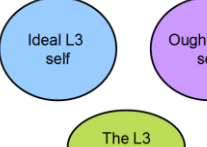
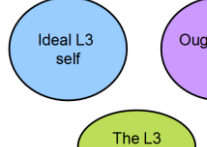
- L3 majors in this group had enhanced L3 motivation during the learning process
- Their L3 learning experience became more motivating during the process of learning, due to their developed deeper interest in the L3 culture and being multilingual, and increased self-efficacy beliefs in learning the L3.
- They developed stronger ideal L3 selves, including their ideal multilingual selves.

5.3.2.2. Type Two: Motivated by strong ought-to L3 self, strengthened ideal L3 self and L3 learning experiences

Learners' reports of their L3 motivation

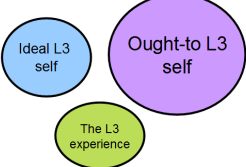
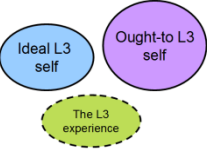
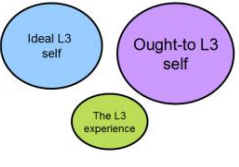
In the case of the second type, learners' L3 learning motivation was also significantly enhanced, mainly due to the strengthening of their ideal L3 selves. However, compared to the first case, they seemed to be more ambivalent when it came to evaluating their current L3 learning experiences. Moreover, there was limited evidence to show that these learners had developed an ideal multilingual self. The following table displays a brief summary.

Table 5.17: The summary of L3 majors' reported L3 motivation (Type Two)

Motivational Construct	The first interview	The second interview	The third interview
Jinqing (German)			
<i>Ideal</i>	I want to earn a lot of money by finding a German-related job.	German is too important for my future.	I really want to use German in the future. That's my main motivation.
<i>Ought-to</i>	I need to use German to make a living.	German is my tool to support my family.	I couldn't bear not learning German well.
<i>L3 Experience</i>	/	My German is poor. I have to work harder.	I am not a talented person but I will work hard.
			
Binlin (German)			
<i>Ideal</i>	Of course I want to use German in the future.	I really want to use German in the future	I want to use German in the future. That's my dream.
<i>Ought-to</i>	My interest in learning German is just so-so.	I don't want to disappoint my parents and Dandan.	I couldn't disappoint my parents.
<i>L3 Experience</i>	My interest in German is just so-so.	/	My feeling towards learning German is complex. I think my German is not poor, but also not good enough.
			
Yiner (French)			
<i>Ideal</i>	French is important to my future.	My dream is to speak fluent French in the future.	I want to be a French-Chinese interpreter. That's what I am struggling for now.
<i>Ought-to</i>	My parents have high expectation on me.	I can't disappoint my parents.	I can't disappoint my parents.
<i>L3 Experience</i>	/	My French is poor. I need to work harder.	My French is poor. I need to work harder.
			

(to be continued)

Table 5.17: Continued

Hualin (French)			
<i>Ideal</i>	I want to use French in the future, but that's too far away.	I am learning for my future.	I now realise the importance of being the top student for my future.
<i>Ought-to</i>	I think what motivates me is the quiz in class!	I can't disappoint my parents.	I really can't disappoint my parents.
<i>L3 Experience</i>	French culture is interesting!	/	My French is not good. So more effort is needed.
			

Strengthened ideal L3 self

As the table illustrates, like the first type of learners, these participants also came to recognise the importance of the L3 for their future during the learning process and this recognition was transformed into strong motivation that pushed them to learn.

However, the content of these learners' ideal L3 selves seemed to be different from those in the first type. As displayed by the table, all four learners transformed their ideal L3 selves from a vague ambition to use the L3 in the future into a specific aim, namely, to be the top L3 learners during their undergraduate years. For example, Hualin, Jinqing and Yiner explicitly mentioned that to realise their dream to use the L3 in the future, they had to become the top learners while learning the language. Binlin also reported that she had to learn the L3 'as well as possible' so as to be able to use it in the future.

Notably, these learners' ideal L3 selves were not multilingually related. In particular, when discussing their ideal L3 selves, all four learners only focused on the specific use of the L3, for example, being an L3 teacher or an L3-Chinese interpreter. Interestingly, when asked them how English would influence their future, Jinqing and Yiner did not think English would be very important to them. Hualin and Binlin, though admitting the importance of English, reported that they might use English as anyone else did, e.g. reading English instructions or communicating with foreigners, which indicated that when these learners imagined their future, their ideal English selves and ideal L3 selves were placed in separate units rather than being linked together to constitute multilingual selves.

Sustained ought-to L3 self

Notably, these learners' ought-to L3 selves were much stronger than those of their peers, which, as displayed by the table, significantly added to their L3 motivation. For example, Hualin and Jinqing were from underprivileged families, which made them under pressure to learn the L3 well in order to be able to find an L3 job and to support the family in the future. Yiner's and Binlin's parents had very high expectation of them, which added to their pressure to put plenty of time into learning the L3. Therefore these four learners had much stronger ought-to L3 selves than their peers due to family reasons.

L3 learning experience

From the second interview it emerged that all the learners evaluated their current L3 learning as 'unsatisfactory', leading to a complex effect on their L3 motivation. A closer look at the data revealed that such experiences were intimately related to learners' lack of confidence in their current L3 learning. For example, Binlin and Hualin professed having been unsatisfied with their current achievement in learning the L3, while Jinqing and Yiner frequently doubted their ability to learn the L3 well. As Yiner admitted, 'Maybe I am not smart enough to learn the L3 well. I think I have worked really hard but I progressed at a much slower pace than I expected.'

Such lack of self-efficacy had a complex effect on these learners' L3 motivation. On the one hand, as indicated in the table, Jinqing, Hualin and Yiner explicitly told me that as they were not competent in learning the L3, they had to work harder. Otherwise they might not be able to attain their expected L3 learning achievements. In other words, their negative evaluation of their L3 learning experiences was transformed into their determination to put more effort into L3 learning. However, on the other hand, such lack of confidence also compromised the joy they obtained from learning the L3, as all four learners professed in the second or third interviews. This contributed to short periods of 'de-motivation' during their L3 learning, as will be discussed in more detail in the following section.

Learners' motivated behaviour

Similar to the learners from the first case, these four learners also significantly increased their efforts in the L3 learning during the learning process, especially after-class behaviours.

However, their L3 motivation seemed to be more likely to fluctuate in the course of learning.

Table 5.18: The summary of L3 majors' motivated behaviour (Type Two)

	Binlin	Jinqing	Hualin	Yiner
In-class behaviours (based on class observation)				
Taking notes	Always	Always	Always	Always
Reactions to teachers' questions	Speaking out	Listening to others	Answering in small voice	Answering in small voice
Following teachers' instructions	Always	Always	Always	Always
Group discussion	Leading the discussion	Following others	Following others	Following others
Asking questions voluntarily	Sometimes	Rarely	Rarely	Sometimes
Being inattentive	Rarely	Rarely	Rarely	Rarely
After-class behaviours (based on learners' interviews and journals)				
Reviewing the textbook as required	Always	Always	Always	Always
Finishing homework as required	In most cases, but failing to do so for one month	Always	Always	Always
Reciting the texts as required	In most cases, but failing to do so for one month	In most cases, but occasionally failing to do	In most cases, but occasionally failing to do so	Always
Autonomous learning (These learners seldom undertake any autonomous learning at the initial stage) <ul style="list-style-type: none"> ➤ Binlin began to take part in different kinds of German-related activities. ➤ Jinqing spent more time practising her listening. ➤ Hualin rarely did any autonomous learning. ➤ Yiner began to read French novels and found extra exercises on grammar 				
Teachers' evaluations (based on interviews)				
<ul style="list-style-type: none"> ➤ 'Binlin is the most active student in my class.' ➤ 'Jinqing works hard, even harder than before.' ➤ 'Hualin became more motivated recently.' ➤ 'Yiner is always very hard-working.' 				

Although no significant improvements were observed in terms of these learners' in-class behaviours, Hualin and Binlin put more effort into after-class learning and completed nearly all the teachers' requirements. Moreover, Jinqing, and Yiner both looked for extra exercises with the aim of 'learning the L3 well for a better future'. Binlin was very eager to attend L3 activities in order to practise her oral German and broadening her horizons in German culture. According to her, spoken German and cultural awareness were the prerequisite to be a competent German user in the future. In short, these learners' strong ideal L3 selves were transformed into their increasing efforts when learning the L3.

Despite an obvious increase in L3 motivation, however, the motivating effect of learners' L3 learning experience was more contested. As mentioned before, although all the learners reported that their unsatisfactory language achievements pushed them to put more effort into German, they also admitted that such pressure sometimes made them 'emotionally exhausted' (Binlin) at learning the L3. As the table illustrates, except for Yiner, all the other three interviewees had some periods of de-motivation in relation to L3 learning. When asked to explain such de-motivation, they attributed it to 'lack of interest' and 'huge pressure'. Jinqing and Binlin's words typically demonstrate this situation:

Sometimes I felt too stressed and really don't want to recite the textbooks. I think if I had more interest in German, I might have suffered less from procrastination. (Jinqing)

I am always in a state of pushing myself to learn German hard. It's emotionally exhausting. I know German is very important for the future. But I just need one month to relax. (Binlin)

As this excerpt displays, although both learners were clearly aware of the importance of German for their future and were therefore highly motivated, the lack of enjoyable L3 experience sometimes frustrated their executive motivation to learn the L3.

A summary of the first type of L3 majors' motivational trajectories

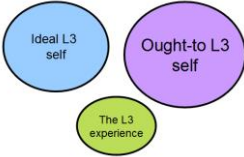
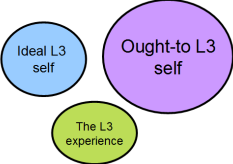
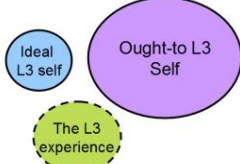
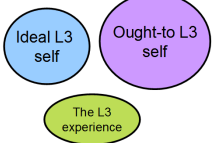
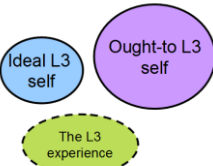
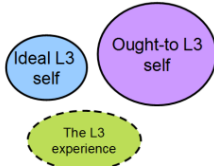
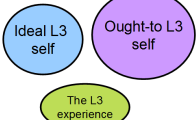
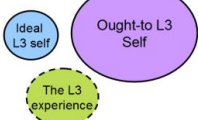
- The four learners assigned to this type had strong ought-to L3 selves over the course of learning, which significantly added to their L3 learning motivation.
- Their ideal L3 selves were also strengthened and specified, contributing to their motivation. But they did not seem to develop ideal multilingual selves.
- Their L3 learning experiences seemed to have a complex effect on their motivation. They lowered their self-efficacy in their current learning, which, though not severely harmed their L3 motivation, did contribute to temporary de-motivating period in their L3 learning.

5.3.2.3. Type Three: Motivated mainly by ought-to L3 self

Learners' reports of their L3 motivation

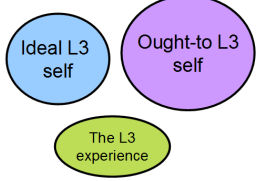
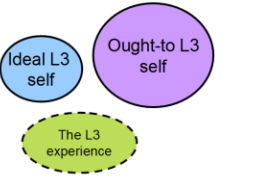
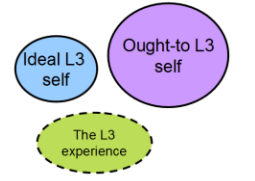
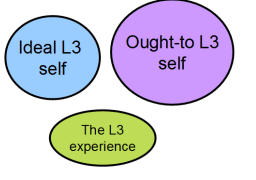
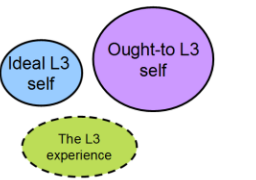
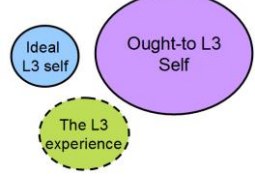
The five learners demonstrated the characteristics of the third type motivational trajectories. They neither developed stronger ideal L3 selves nor accumulated more motivating L3 learning experience. Consequently, their main motivation still came from external forces, as the following table displays:

Table 5.19: The summary of L3 majors' reported L3 motivation (Type Three)

Motivational Construct	The first interview	The second interview	The third interview
Qianyi (German)			
<i>Ideal</i>	German will be the most important part of my future life.	I will stick to my dream.	I think subconsciously I don't believe I am able to use German in the future.
<i>Ought-to</i>	Teachers' push is probably the most motivator in my actual learning.	It's my major so I have to learn it well.	It's my major so I could not give up learning.
<i>L3 Experience</i>	I am interested in learning a new language.	I am unsatisfied with my performance in the exams. I have to work harder.	It's really frustrating to find that I am not good at learning German.
			
Xixuan (German)			
<i>Ideal</i>	I think learning a lesser-known language can bring me a better future.	I want to find a German-related job, though difficult.	If possible, I still want to use German in the future.
<i>Ought-to</i>	Teachers' requirements gave me the strongest immediate motivation.	It's my major so I could not give up.	It's my major so I could not give up.
<i>L3 Experience</i>	I am curious about a new language.	The learning of German is not as interesting as I thought.	I am really unsatisfied with my achievements. I sometimes feel very frustrated.
			
Chuyan (German)			
<i>Ideal</i>	I want to find a German-related job.	Chuyan did not accept this interview.	I want to use German in the future, but it seems to be very difficult,
<i>Ought-to</i>	It's my major so I will learn it hard.		I need to pass the exam.
<i>L3 Experience</i>	I am interested in learning languages, as I am very good at it.		Probably I am not so good at learning languages.
			

(to be continued)

Table 5.19: Continued

Lijia (French)			
<i>Ideal</i>	I want to be an interpreter.	I want to use French in the future.	Future is still too far away for me at this stage.
<i>Ought-to</i>	My main motivation came from course requirement	I need to meet teachers' requirements.	I need to pass the exam
<i>L3 Experience</i>	I am very interested in French literature.	I think I am too lazy to learn French well.	I am bored of reciting grammatical rules.
			
Yiqin (French)			
<i>Ideal</i>	I hope I could speak French well in the future.	I had been too idealistic about future previously.	Probably I should change my major.
<i>Ought-to</i>	It's my major so I have to learn it well.	It's my major so I have to learn it well.	Teachers' push became my main motivation.
<i>L3 Experience</i>	I am really interested in learning French, especially French literature!	/	Learning grammar and vocabulary every day is too boring.
			

Sustained ought-to L3 self

It can be inferred from this table that ought-to L3 selves played an important role in motivating this kind of learner. They put efforts into learning the L3 with the aim of completing teachers' assignments and achieving satisfactory marks during the examinations. As displayed by the table, when being pushed by teachers, these learners put more effort into the L3 learning.

Weakened ideal L3 self

As clearly displayed by the table, these learners' ideal L3 selves were severely challenged, which negatively influenced their L3 motivation. Admittedly, their ideal L3 selves might still exist, as Xixuan was aware of the importance of German for her future. But such selves appeared to have developed in only a limited way. In fact, in the case of Chuyan, Yiqin and Qianyi, who used to be determined to use the L3 in the future, their ideal L3 selves had become

much weaker. In particular, Qianyi was on the verge of giving up her ideal L3 self, as the excerpt illustrates. With such weakened ideal L3 selves, these learners reported being ‘less enthusiastic’ (Qianyi) about learning the L3, indicating the decline in their motivation.

Less motivating L3 learning experience

In addition, these learners’ current L3 learning experiences were also less motivating, mainly due to the collapse of their self-efficacy with regard to the L3 learning. As illustrated above, all five learners reported a decrease in their confidence in learning the L3 well during the process of learning. Qianyi and Lijia even admitted that they did not believe in their capacity to learn the L3 well any more. Such lack of confidence severely harmed these learners’ L3 motivation, as all of them reported a decline in their willingness to learn German in the third interview. Lijia commented, for example, ‘the feeling of learning something I am not good at is frustrating.’

Learners’ motivated behaviours

Unlike the other participants, the L3 motivation of these five learners seemed to decrease. The following table summarises their motivated behaviours:

Table 5.20: The summary of L3 majors’ motivated behaviours (Type Three)

	Qianyi	Chuyan	Xixuan	Lijia	Yiqin
In-class behaviours (based on class observation)					
Taking notes	Always	Always	Always	Always	Always
Reactions to teachers’ questions	Listening to others <i>(Less active)</i>	Listening to others	Listening to others	No reaction	Listening to others
Following instructions	Always	Always	Always	Always	Always
Group discussion	Following others	Following others	Following others	Following others	Following others
Asking questions voluntarily	Rarely	Rarely	Rarely	Rarely	Rarely
Being inattentive	Rarely	Sometimes <i>(More)</i>	Rarely	Sometimes	Rarely
After-class behaviours (based on learners’ interviews and journals)					
Reviewing as required	Always	Always	Always	Sometimes <i>(Less frequently)</i>	Always
Finishing homework as required	Seldom <i>(Less frequently)</i>	Always	Always	Rarely <i>(Less frequently)</i>	Seldom <i>(Less frequently)</i>

(to be continued)

Table 5.20: Continued

Autonomous learning (these learning rarely undertook autonomous learning at the beginning stage)	
Teachers' evaluations	
➤	'Qianyi is very concentrated in class. But her performance in the exams is not good enough.'
➤	'I think Chuyan doesn't care about her German at all.'
➤	'Xixuan needs to be more serious about learning German.'
➤	'Lijia is too lazy. I think she is going to fail in the final.'
➤	The teacher had a very vague impression of Yiqin and did not comment on her learning.

Specifically, whereas Xixuan's behaviour remained nearly unchanged, other students' seemed to be less motivated to learn the L3. For example, Chuyan became more likely to be inattentive in class, and Yiqin, Lijia and Qianyi became much less willing to fulfil teachers' requirements. Moreover, in contrast with their peers, none of these five learners reported having engaged in any kind of autonomous learning, and all of them admitted that they did not have the motivation to do any extra learning on their own. In short, with weakening ideal L3 self and less enjoyable L3 learning experience, these learners seemed to be less motivated to learn the L3.

A summary of the first type of L3 majors' motivational trajectories

- L3 majors of this type decreased their L3 motivation over the course of learning.
- They became less positive in evaluating their current L3 learning experience and their ideal L3 selves were under challenge.

5.3.3. The effect of the intervention

An intervention was also carried out with the L3 majors (German Major) in the second term of the academic year. However, the effect of the intervention on these learners was not obvious, as participants from the intervention group did not seem to significantly change their ideal L3 selves after the intervention.

5.3.3.1. Quantitative data

A closed-ended questionnaire²⁰ was designed to measure learners' ideal L3 selves and were

²⁰ Four questions were used to test the intensity of English majors' L3 selves, which were 'I like to think of myself as someone who will be able to speak the L3', 'I think the L3 would be beneficial for my future', 'If everything goes well, I see myself speaking the L3 in different aspects of life', and 'The job I imagine having in the future requires that I speak the L3 well.' The details can also be referred to in the Appendix F.

sent to participants from both intervention and control group before and after the intervention. The results from the quantitative data revealed that the intervention did not significantly improve learners' ideal L3 selves.

The first test focused on testing within-subject effect and aimed to examine whether the ideal L3 self of participants from the two groups (intervention and control) changed after the intervention. The results revealed that participants from both the control group (N=24) and the intervention group (N=23) did not significantly change their ideal L3 selves after the intervention. Specifically, since the numbers of participants from the both groups was below 30, the non-parametric test, the Wilcoxon test, was used. The results revealed that the ideal L3 selves of learners from the control group after the intervention ($Mdn=5.5$) were not significantly different from those before the intervention ($Mdn=5.75$). $z=-1.51$, ns, $r=0.31$. This result suggests that the ideal L3 selves of the control group did not change significantly during the learning process. Similarly, for the intervention group, their ideal L3 selves after the intervention ($Mdn=5.5$) were also not significantly different from those before the intervention ($Mdn=5.75$). $z=-.992$, ns, $r=0.21$, suggesting that participants from the intervention group did not significantly change their ideal L3 selves either.

The second test focused on between-group effect and aimed to examine whether any significant differences in terms of ideal L3 self could be identified between the interventional and control group before and after the intervention. Results again substantiated that that the intervention did not have significant effect on enhancing learners' ideal L3 selves. Specifically, the Mann-Whitney U test was conducted. The result revealed that in the pre-test, the intervention group (N=23, $Mdn=5.75$) did not differ significantly from the control group (N=24, $Mdn=5.75$), $U=291$, $z=0.65$, ns, $r=0.09$. This suggests that the intervention group did not have stronger ideal L3 selves than those of the control group in the pre-test. The results from the post-intervention test also revealed that the intervention group (N=23, $Mdn=5.5$) did not differ significantly from the control group (N=24, $Mdn=5.5$), $U=289$, $z=0.279$, ns, $r=0.04$, which means that the intervention group did not have stronger ideal L3 selves than those of the control group in the post-intervention test. This result suggested that the intervention did not contribute to any significant changes to the participants' ideal L3 selves. Hence, quantitative data suggested that the intervention did not have obvious effect on strengthening learners' ideal L3 selves.

5.3.3.2 *Qualitative data*

In general, the qualitative data were in accordance with the results from quantitative study, revealing that no significant changes had been found in terms of the ideal L3 self of learners from the intervention group and only a few learners regarded the intervention as helpful.

Data from open questionnaires and interviews

Data from both open questionnaires and interviews suggested that the effect of the intervention on helping learners to construct long-term ideal L3 selves was limited. Specifically, no significant differences had been identified between the answers from intervention and control groups. Moreover, of the seven interviewees from the intervention group, four regarded the effect of the intervention limited. According to my interviewees, the reason that they had already learnt from their teachers or senior students about the possible usage of the L3 in China before the intervention, resulting in the limited effect of the intervention.

However, two learners from the intervention group reported that they had benefited significantly from the intervention, as it had confirmed their beliefs that being multilingual would very useful in the future. Since the reason that the intervention could have such effect on these learners cannot be understood without investigating the development of their motivational trajectories, more details will be presented in the Chapter Seven.

Data from class observation

Given the limited nature of the intervention, it was unsurprising that the motivated behaviour of all eight learners from the intervention group had not changed significantly following the intervention. In conclusion, the effect of the intervention on the L3 majors was much more limited than that on the English majors.

A brief summary of L3 majors' L3 motivational trajectories

The L3 motivation of the L3 majors was also closely related to learners' future L3 selves and current learning experiences

- The majority of the L3 majors had a strong ideal L3 self from the beginning and many of them (Type One and Two) strengthened their ideal L3 selves during the learning process.
- The motivating effect of their L3 experience seemed to be ambiguous in the case of the L3 learners. In particular, many learners (Type Two and Three) reported having lowered their self-efficacy during the learning process.
- Learners' ought-to L3 selves constantly contributed to their L3 motivation.
- The intervention was not found to be useful for the L3 majors.

5.4. Summary

This chapter focuses on the L3 motivational trajectories of learners from both English majors who were required to learn a L3 and L3 majors who chose to learn the L3. Data analysis revealed that learners' motivation was closely related to their L3 learning experience, ideal L3 selves and ought-to L3 selves. It is based on the construction and reconstruction of learners' future L3 selves and current learning experiences that their L3 motivation changed. Notably, learners' L3 motivation might not only be related to the specific L3 but also to their interest in, or ambition of, being multilingual. A summary is presented on the next page:

At the beginning stage

English majors:

Mainly motivated by ought-to L3 self and enjoyable L3 learning experience, whereas their ideal L3 selves only playing a subordinate role in their motivation

L3 majors:

Motivated by ideal and ought-to L3 selves, as well as enjoyable L3 learning experience.

Changes taken places in learners' motivation before the intervention: Different motivational trajectories emerging

English majors:

- *Type One:* Learners in this group increased their L3 motivation throughout the learning process, mainly based on their strengthened ideal L3 selves, in particular, ideal multilingual selves, and increasingly motivating L3 learning experiences.
- *Type Two:* Learners of this type developed deeper engagement with L3 learning through their learning process, adding joy to their current L3 learning. However, their self-efficacy was constantly lowered and their ideal L3 selves had become weakened.
- *Type Three:* These learners' L3 motivation showed a downward trajectory, either in terms of ideal L3 selves or current L3 learning experiences.

L3 majors:

- *Type One:* Learners of this type had increased their ideal L3 selves and current L3 learning experiences throughout their L3 learning, which strengthened their L3 motivation. In particular, their seemed to develop ideal multilingual selves.
- *Type Two:* Learners of this type strengthened their ideal L3 selves during the process of learning, whereas their self-efficacy during actual L3 learning experiences was constantly lowered, exerting complex influence on their L3 motivation.
- *Type Three:* This type of learners' L3 motivation declined during the year, either in terms of ideal L3 selves or current L3 learning experiences.

After the intervention:

English majors

Learners' ideal L3 selves had been strengthened.

L3 majors

Learners' ideal L3 selves had not been strengthened.

Chapter Six

The Construction of English Majors' L3 Motivational Trajectories

Overview of Chapter Six and Chapter Seven

The following two chapters investigate the construction of English majors' and L3 majors' L3 motivation respectively. They attempt to explain how the motivational trajectories identified in the Chapter Five were formulated through learners' interactions with their situated contexts and whether the intervention could help these learners to build up their ideal L3 selves.

The investigation will be guided by the L2 Motivational Self System. In particular, the 'language learning experience' was defined with reference to Dewey's (1938) conceptualisation of 'experience' and viewed as emerging through the interaction between individual learners and their contexts. As discussed in the literature review, I will pay attention to whether the construction of learners' L3 motivation was influenced by the possible interplay between learners' future L3 selves and language learning experiences, and that between their ideal and ought-to L3 selves. The conceptual framework is presented as follows:

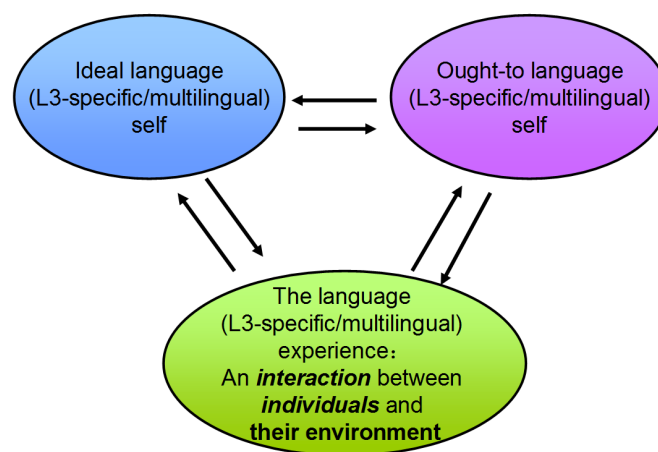


Figure 6.1: *The conceptual framework*

Specifically, in-depth analysis of six selected participants, three English majors and three L3 majors, will be discussed as representative of the different motivational trajectories identified in the Chapter Five. In each case, the formation of the motivational trajectory of one specific learner from the intervention group will be explained. Moreover, to analyse the effect the intervention in each case, one counterpart from the control group will be briefly introduced for comparison purposes.

The selection of the typical cases was mainly based on my results from data analysis. Specifically, I looked for the individual cases which were not only “information-rich” (Patton, 2002:234) but also reflected “the more general characteristics of the problem” (Flyvbjerg, 2006:15). Based on such criteria, six individual cases have been chosen and will be introduced in the following chapters.

6.1 An introduction to Chapter Six

Chapter Six focuses on explaining the construction of English majors’ L3 motivation. Based on in-depth discussion of three individual cases, Qiao, Minde and Bing, from the intervention group (English majors who were learning French), it investigates how three motivational trajectories mentioned in Chapter Five were formulated. A brief review of the three motivational trajectories is presented as follows:

Type 1: This type of learners' L3 motivation generally moved in an upward direction. They developed a deeper interest in culture and greater self-efficacy in relation to L3 learning during the learning process, leading to more motivating L3 learning experiences. Their ideal L3 selves were also strengthened, including ideal multilingual selves, which continued to strengthen during the intervention.

Type 2: These learners also developed a deeper interest in the L3 language and culture and some of them reported having had enjoyable multilingual experiences. However, their self-efficacy in learning the L3 and their ideal L3 selves weakened throughout the learning process. It is only after the intervention that their ideal L3 selves became stronger.

Type 3: These learners' L3 motivation displayed a declining trajectory. Although they showed initial curiosity about a new language and fantasised about being able to speak the L3 in the future, such interest and ambition faded over the course of their learning. However, their ideal L3 selves seemed to be re-generated after the intervention.

Table 6.1: The summary of English majors' three motivational trajectories

Type	Descriptions of their L3 motivation			Representative Case
	At the beginning	At the end of the third round of interviews	After the intervention	
1				Qiao
2				Minde
3				Bing

Note:

1. Data used to present learners' L3 motivation at the beginning was based on the first round of interviews and written journals, as well as class observation recorded in the October 2015.
2. Changes in learners' L3 motivation before the intervention were investigated based on data from second and third rounds of interviews, the second round of written journals and class observation recorded from November 2015 to March 2016.
3. Data used to analyse learners' L3 motivation after the intervention was from the fourth round of interviews and class observation from May to June 2016.
4. Interviews were used as the primary data sources.

5. The size of the circle represents the role played by this motivational construct in shaping learners' L3 motivation. The dashed circle refers to that the motivational construct did not obviously influence learners' L3 motivation.

Guided by the L2 Motivational Self System, data analysis revealed that the formation of English majors' motivational trajectories was based on their construction of their L3 selves, which involved complex interactions between individual learners and their situated contexts. It was through this process that learners explored the position of the L3 in their self-identification.

Firstly, English majors' L3 experience was formed through their interaction with their situated contexts, based on which learners explored whether the L3 learning accorded with their personal interest and capabilities. Specifically, learners who actively reacted to their contextual influences were more likely to deepen their engagement with the L3 language and culture (Type One and Two) or improve their self-efficacy in the L3 learning (Type One), leading to an increase in their L3 motivation.

Secondly, the accumulated L3 experience influenced the development of learners' future selves, in particular, their ideal L3 selves. Specifically, learners (Type One) who regarded the L3 learning as in alignment with their interest and learning capabilities were likely to strengthen their ideal L3 self. Otherwise, their ideal L3 selves were likely to become weaker, as represented by learners from Type Two or Type Three.

Lastly, the intervention was found to be effective with respect to these English majors. However, to what extent the intervention as a contextual factor could help these participants to construct their ideal L3 selves varied between individuals.

In the following sections of this chapter, I will examine these findings in depth based on the discussion of the three individual cases. In each case, I will firstly go through the selected English major's motivational trajectory that had developed before the intervention, including their motivation at the outset and changes that took place during the learning process. Subsequently, the effect of the intervention on this individual will be discussed, drawing comparisons with her counterparts in the control group.

6.2. The first type of English majors' motivational trajectory

English majors of this type (three out of 14 learners) significantly enhanced their L3 learning experience and strengthened their ideal L3-specific and multilingual selves during the learning process, leading to significant increase in their L3 motivation. Qiao was selected to represent learners with the first type of motivational trajectory.

Qiao was a mild, quiet and easy-going female student who was in her early twenties. Describing herself as 'a language and culture lover', Qiao showed a wide range of interests in literature, art and history. However, when talking about her French learning in the first interview, she expressed her uncertainty about the importance of learning French for her future development. 'Probably French learning could add something unique to my expertise,' said Qiao, with a chuckle, 'but it is also highly possible that it will only be a piece of happy memory of my college life.' Therefore, it seemed that Qiao was not sure at the initial stage about the position of the L3 in her life.

Despite her initial uncertainty, Qiao was able to discover her personal meaning with regard to learning the L3 in the course of learning. In this process, her L3 learning experiences, which were formed based on her ongoing interactions with her learning context, played an essential role, not only adding to her L3 motivation, but also laying the basis for the strengthening of her ideal L3 self. This will be discussed in more detail in the following section.

6.2.1. Qiao's motivational trajectory before the intervention

In this section, I will present an in-depth analysis of the development of Qiao's L3 motivational trajectory before the intervention. Specifically, I will firstly reflect on her L3 motivation at the initial stage, followed by discussion of changes taken place in her L3 motivation from the perspective of her L3 learning experiences, ideal L3 self and ought-to L3 self.

6.2.1.1. Qiao's L3 motivation at the initial stage

Data from the first interview suggests that Qiao's L3 motivation at the initial stage was mainly related to her interest in learning a new language and her sense of responsibility to fulfil the

course requirements. Firstly, Qiao told me that her curiosity about a ‘romantic’ language increased her willingness to learn the L3. ‘France is the icon of romance and elegance,’ she said in a light-hearted tone, ‘the feeling of learning its language is interesting’. In addition to such enjoyable L3 learning experiences, her ought-to L3 self also gave her additional motivation to put effort into learning the L3. Identifying herself as ‘a well-behaved student’, Qiao admitted that ‘the sense of duty to follow teachers’ instructions’ always constituted an important part of her ‘learning motivation’, including her L3 learning.

Admittedly, Qiao’s ideal L3 self also added to her L3 motivation, as expressed in her ‘hope’ to be able to use the L3 in the future. However, she also admitted the motivating power of such hope as ‘not too strong’, as she was still uncertain about the potential value of the L3 in relation to her future. This suggests that Qiao’s ideal L3 self did not play a primary role in her L3 motivation at the initial stage.

6.2.1.2. The strengthening of L3 learning experience: Constructed temporally and contextually

Data from the second and third round of interviews and the second round of written journals shows that one obvious change in Qiao’s L3 motivation was her increasingly positive evaluation of her current L3 learning experience. A deeper investigation of the data revealed that the underlying reason for such a change could be related to her active interaction with her contexts. Firstly, with the help of her teacher’s lectures, her interest in French culture became significantly deeper. Secondly, she had also had ‘interesting’ experiences of ‘being a multilingual’ in her self-engaged language activities. Thirdly, she became more confident in her L3 learning due to her progress in the L3 and teachers’ encouragement. All of these added to the pleasure she experienced from learning the L3 and to her willingness to learn the L3.

Deepened engagement with French language and culture

In the second interview, Qiao told me her previous ‘curiosity’ about a new language had been transformed into a ‘deeper understanding and true love’ for French language and culture, thanks to her teacher’s introduction to French and France in class. An example was cited as follows:

- Qiao: Our teacher told us something about the lifestyle of French people. I really adore the way they live, so peaceful and relaxing.
- I: Do you mean your interest in French culture increased?
- Qiao: Yes. My initial interest in French culture was vague. However, after listening to teachers' lectures, I know more about France and my appreciation of this country became stronger.

Therefore, Qiao's knowledge and understanding of French and France had widened after listening to her teacher's introduction in class. This transformed her vague impression of France as a symbol of romance into more 'concrete' appreciation.

Interestingly, whereas the strengthening of Qiao's interest in French culture was firstly triggered by her teacher's lectures on French culture, she also became more active in seeking opportunities to learn about French culture afterwards, leading to further increase in her interest in French. For example, she told me in the third interview that she sometimes attended public lectures or watched video clips to learn about French fashion industry, literature, celebrities etc., which deepened her interest in French and France. In short, rather than being a passive receiver, Qiao was an active learner of French both in and outside class. Such a positive interaction between herself and her situated contexts significantly enhanced her L3 learning experience.

Emergence of enjoyable multilingual experience

In addition to her deepened interest in French culture, Qiao also began to pay attention to comparing and contrasting languages and cultures, indicating the accumulation of her multilingual experience. One critical event that contributed to this change arose from Qiao's attendance at a talk on Chinese *Pinyin*, in which she became aware of the interesting differences and similarities between languages.

I have listened to a talk about Chinese *Pinyin*. I then realised that Pinyin shared some similarities with French pronunciation. That's very interesting and raised my interest in comparing different languages.

Therefore, the interesting similarities between *Pinyin* and French pronunciation cultivated Qiao's enthusiasm for comparing different languages. In other words, in her French learning, Qiao's focus was no longer purely on French language and culture but also on the relationship between French and her other acquired languages.

It is also notable that Qiao was not only interested in the interchanges between languages, but she also recognised the value of being multilingual from these experiences. According to her, comparing different languages and cultures was very ‘inspirational’, as she could ‘identify the nuances between similar expressions from different languages and therefore be more accurate in choosing suitable words for communication’. This indicates that Qiao had begun to appreciate the value of being multilingual and regarded the L3 as part of her expanding linguistic repertoire.

Another point worth noting was that the aim of the talk on Chinese *Pinyin* was apparently not to cultivate listeners’ motivation to learn French or develop multilingual awareness, so Qiao’s sensitivity in comparing *Pinyin* with French pronunciation allowed her to accumulate multilingual experiences from this kind of activity. One possible explanation for Qiao’s sensitivity might have been linked to Qiao’s deep belief that learning foreign languages was valuable for widening one’s personal perspectives. For example, in the first interview, Qiao told me that based on her English learning experiences which had ‘greatly broadened her horizon in relation to another culture’, she believed that learning foreign languages helped one to ‘know more about the outside world and other peoples.’ Such an appreciation of the value of language might help her to remain sensitive to, and react positively towards, language-related opportunities. Therefore, it should be the interplay between Qiao’s positive attitudes towards being multilingual and the relevant language activities available to her that constructed her motivating multilingual experiences.

Increasing self-efficacy beliefs in learning the L3

Qiao’s confidence in learning French was also found to grow over the course of learning. In the second interview, she began to report that she had ‘a sense of achievement in learning French’. Such self-efficacy continued to increase according to the third interview, as she directly admitted to being ‘more confident in learning French’.

The reason for such improvement in Qiao’s self-efficacy is attributable to her appreciation of her progress in learning French and the encouragement from her teachers, for example:

Our teacher sometimes reminded us of the progress we have made in learning the L3, and I also found that I have learnt a lot of French vocabulary, grammar and culture in these months. This gave me a sense of satisfaction and achievement.

Therefore, Qiao was able to appreciate her progress in learning the L3, through which she firmed her belief in her competence to learn the L3 well, adding to her motivating L3 learning experience.

6.2.1.3. The strengthening of Qiao's ideal L3 self: Supported by her L3 learning experience

Increasing willingness to incorporate French into her future life

During her L3 learning, Qiao also gradually discovered the value of the L3 with respect to her future development, which added to her L3 motivation. Whereas she regarded her learning of French as 'a piece of happy memory' in the first interview, she reported having been 'more willing' to think of using French in the future in the second interview.

The main trigger for such a change could be her enhanced L3 learning experiences. Firstly, her deepened interest in French language and culture made her ready to think of integrating French into her future plans. 'I have become more and more interested in this language and culture', Qiao said in the second interview, 'so my desire to use it in the future strengthened.' Therefore, with a deeper interest in French, Qiao became more willing to integrate the L3 into her future plans.

Moreover, her increased self-efficacy beliefs in learning French also strengthened her ideal L3 self. In the third interview, Qiao told me that the progress she had made in learning the L3 built up her confidence in being able to speak French in the future, for example:

At first speaking French in the future seemed to be a remote dream for me. But when I realised that I have made progress in learning French, I become more confident that I will be able to use French in the future.

In sum, Qiao's stronger appreciation of French culture increased her interest in using French in the future, and her increased self-efficacy improved her confidence in realising this ambition. In other words, based on her positive evaluation of her current L3 learning, Qiao strengthened her ideal L3 self. Notably, Qiao's strengthened ideal L3 self did motivate her to undertake more autonomous L3 learning after the class. In her journal which was written after the second interview, she was doing some extra exercises on French listening and speaking, mainly due to

her desire to ‘learn French better and use it in the future’.

The emergence of ideal multilingual self

Whereas Qiao’s deeper interest in French and stronger self-efficacy enhanced her willingness to use the L3 in the future, her multilingual experiences helped her to discover how to use French in her future life. As mentioned in the previous chapter, Qiao’s ideal L3 self had a prominent multilingual feature. This might be attributable to her accumulated multilingual experience, as the following excerpt illustrates:

I gradually realise learning an L3 can indeed help me to develop my cultural awareness. For example, I have not only learnt more about French culture but also become more capable of identifying the similarities and differences between different cultures, which I think will be valuable for my future.

Therefore based on her accumulation of multilingual experiences, Qiao had become more aware that learning the L3 could expand her cultural perspectives, which was regarded by her as valuable for her future. Notably, with respect to this kind of ideal self, Qiao did not focus on her ability to speak French but on how French could expand her whole linguistic and cultural repertoires, suggesting the formation of her ideal multilingual self.

6.2.1.4. Qiao’s ought-to L3 self

Compared to her L3 learning experiences and ideal L3 self, Qiao’s ought-to L3 self did not undergo huge changes in the course of learning. From the first to the third interview, Qiao always regarded ‘fulfilling teachers’ expectations’ as her duty, which motivated her to put more effort into her French learning.

6.2.2. The effect of the intervention on Qiao

As mentioned before, an intervention was carried out in the French class of English majors in the second term of the academic year and aimed to strengthen learners’ ideal L3 selves. In the intervention, learners were encouraged to imagine using the L3 in the future. Moreover, the stories of some graduate students who successfully used the L3 in their lives were introduced as examples in order to help learners to construct their ideal L3 selves.

In the specific case of Qiao, her ideal L3 self was found to be strengthened after the intervention. Firstly, Qiao told me that by listening to the L3-using stories of those graduate students, she greatly expanded her perspectives in terms of how the L3 could influence her future life. For instance, she indicated that she had better understood the ways knowledge of French could help her when travelling there, for example, reading about museum exhibits. In other words, Qiao's imaginations of how to use the L3 in the future were enriched by the examples shown in the intervention and became more specific and elaborate.

In addition, by listening to the stories of those graduate students, Qiao also developed a better understanding of 'being multilingual'. One excerpt was cited as follows:

To be honest, my understanding of 'being multilingual' was very superficial previously. But the intervention gave me some concrete examples. For example, I was impressed by the graduate student who could speak five languages, as she could explain the differences between the Eastern and Western cultures in a very detailed way, including an in-depth analysis of how these cultural differences were reflected in the different languages people used. (...) I think that is a perfect example of how learning languages changes individuals.

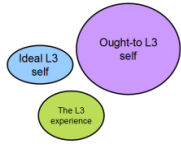
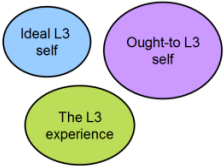
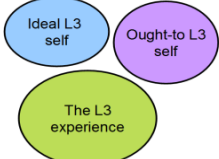
This excerpt clearly illustrated that by the help of the examples set in the intervention, Qiao's understanding of how being multilingual could enhance her cultural awareness was deepened. Moreover, such deeper understanding also increased Qiao's aspiration to be multilingual in the future, as she told me in our fourth interview that she felt excited when she imagined being more insightful in analysing cultural phenomena by drawing on her linguistic resources.

Comparison with participants from the control group

The effect of the intervention was more obvious when we compare Qiao's motivational trajectory with that of Han, who was from the control group and developed her L3 motivation in a very similar way as Qiao before the intervention. Specifically, at the initial stage, Han's motivation to learn the L3 mainly was related to teachers' requirements and her curiosity about German culture. Like Qiao, Han's interest in German culture developed quickly, adding to the enjoyment she experienced from learning German. She also became interested in comparing different cultures, in particular, the education systems in Germany, China and the UK. These experiences firmed Han's beliefs that learning another language could increase her cultural awareness, which enhanced her willingness to integrate German into her future life. A

brief summary was presented as follow:

Table 6.2: A summary of Han’s L3 motivational trajectories

	The first interview	The second interview	The third interview
<i>Ideal L3 self</i>	I hope the L3 could be useful in the future.	I think German will be valuable for my future.	I now firmly believe that an L3 will broaden my horizon.
<i>Ought-to L3 self</i>	Meeting requirements is my primary concern.	I don’t want to disappoint my teachers.	Teachers’ requirement is still very important to me.
<i>L3 learning experience</i>	German culture seems to be interesting.	I like to compare German with English and Chinese.	I become very interested in learning German.
			

However, unlike Qiao, Han’s ideal L3 self was not obviously strengthened in the fourth interview which was carried out after the intervention. Although she told me that she firmly believed that the L3 would be ‘a unique part’ of her identity and could expand her cultural perspectives in the future, she could not further explain how the L3 would change her future life. Therefore, without the intervention, Han seemed to have more difficulty than Qiao in coming up with a more elaborate ideal L3 self.

In short, the intervention seemed to be effective on strengthening Qiao’s ideal L3 self by helping her develop more elaborate ideal French self and ideal multilingual self.

6.2.3. A short summary

This section investigates the construction of Qiao’s L3 motivational trajectory and reveals that the formation of her L3 motivation was closely related to the communion between her future L3 selves and her L3 learning experiences. It is through this process that Qiao attached personal importance to learning the L3.

Specifically, as shown in Figure 6.1, Qiao was primarily motivated by her enjoyable L3 learning experiences (the green circle) and ought-to L3 self (the purple circle) at the initial stage. Her ideal L3 self (the blue circle) at this time was relatively vague and only played a subordinate role in shaping her L3 motivation.

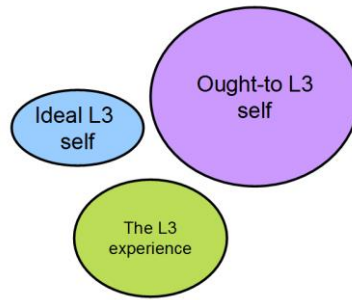


Figure 6.1: *Qiao's L3 motivation at the initial stage*

As her learning deepened, Qiao's L3 motivation increased, as can be seen in Figure 6.2 below, mainly due to her enhanced L3 learning experience and strengthened ideal L3 self.

- Firstly, based on her willingness to cultivate her interest in the L3 and the help of her teachers, Qiao developed a deeper interest in French language and culture (the green circle on the left). Moreover, her positive attitudes towards learning foreign languages seemed to help her to accumulate multilingual experiences when she engaged in language-related activities (the green circle in the middle).
- Secondly, Qiao's recognition of the progress she made in learning French and the teachers' encouragement helped her to increase her confidence in learning the L3 (the green circle on the right).
- Having identified that learning an L3 was aligned with her personal interest and competence, Qiao discovered the value of the L3 in relation to her future development. Her increasing awareness of the value of being multilingual further made her realise that the L3 could expand her whole linguistic repertoire.
- Qiao's ought-to L3 self did not undergo substantial change.

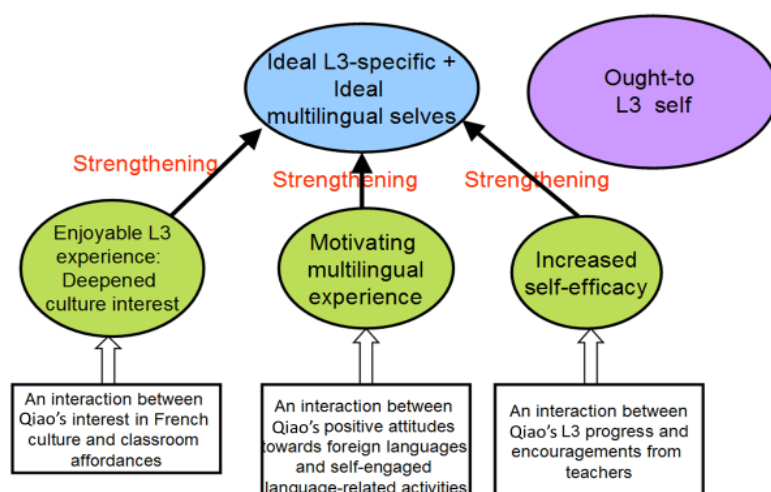


Figure 6.2: *The construction of Qiao's L3 motivation before the intervention*

Lastly, the intervention again strengthened Qiao's ideal L3 self, including her ideal multilingual self, as displayed in Figure 6.3.

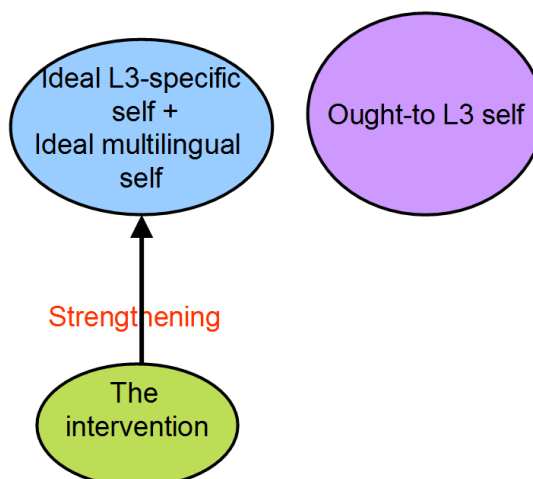


Figure 6.3: *The effect of the intervention on Qiao*

6.3. The second type of English majors' motivational trajectory

Five learners' motivational trajectories constituted the second type, which seemed to be more complex than the first type. On the one hand, they developed their appreciation of L3 culture and cultivated their interest in comparing different languages throughout the learning process, contributing to their enhanced L3 learning experience. On the other hand, however, these

learners' self-efficacy beliefs in learning the L3 gradually weakened and their ideal L3 selves were challenged, which hindered the further development of their L3 motivation. In this section, Minde was chosen as the representative for the discussion of how these learners' L3 motivational trajectories were constructed in the course of learning.

Minde was an energetic and articulate female student who took an active role in a variety of class activities and student-run organisations. In our first interview, she told me that as a third-year undergraduate student, her primary concern was 'finding a good job after graduation'. Therefore, when it came to learning German, she hoped that acquiring another language could give her 'a competitive edge in the job market'. During the learning process, however, Minde became aware that her initial ambition was not easy to be realised, which led to fluctuations in her L3 motivation. In the following section, I will discuss the development of Minde's motivational trajectory with regard to how her L3 experiences were formulated through her interactions with her contexts and how such accumulated L3 experiences influenced the trajectory of her ideal L3 self.

6.3.1. Minde's motivational trajectory before the intervention

Similar to the structure of the previous case, this section will firstly give a brief introduction to Minde's L3 motivation at the initial stage and subsequently explain how her L3 motivation changed before the intervention.

6.3.1.1. Minde's L3 motivation at the initial stage

In our first interview, Minde explicitly divided her L3 motivation into three parts. As she explained, '20 per cent of my French motivation is attributable to my ambition to use it in the future, 30 per cent to my interest in learning a new language and 50 per cent to the need to fulfil course requirements'. This indicates that Minde's ideal L3 self, L3 learning experiences and ought-to L3 self had influenced her L3 motivation from the initial stage. Moreover, it seemed that Minde's ought-to L3 self played a dominant role in her L3 learning at this stage, whereas her ideal L3 self only occupied a subordinate position, regardless of her ambition of using the L3 in the future. According to her, the reason was that she was still uncertain about whether the L3 could indeed add to her competitive advantage when looking for a job. Hence her ideal L3 self was very vague at the outset and thereby had limited motivating power.

6.3.1.2. Changes in L3 experience: Constructed temporally and contextually

Findings from the second and third rounds of interviews suggest that the development of Minde's L3 learning experience seemed to be more complex than that of Qiao's. On the one hand, Minde told me that she 'enjoyed' learning French, due to 'a deeper interest' in French culture and 'a newly-discovered hobby', namely, comparing and contrasting different languages. On the other hand, however, her self-efficacy beliefs in learning French lowered, which to some extent compromised the pleasure she experienced from learning the L3.

Deepened engagement with the L3 culture and the development of multilingual experience

Like Qiao, Minde's interest in French language and culture also developed over the course of learning, thanks to teachers' introduction to French culture in class. She reported, for example:

The more I learn about French and France, the more interested I am in this culture. (...) For example, when my teachers talked with her experiences of making croissants, French culture seemed to become closer to my life.

Therefore, the teachers' lectures expanded Minde's understanding of French culture and shortened the distance between the French and her life. Such developed affinity to French and France made her L3 learning experiences become 'more interesting' and added to her 'willingness to learn this language'.

In addition to her deepened appreciation of French and France, Minde also cultivated her interest in comparing and contrasting different languages, indicating the emergence of her multilingual experience. In our third interview, she told me that she had joined a research project which focused on analysing Jean-Jacques Rousseau's work. In this project, she had read literature critiques written in Chinese, English or French. During this process, she realised that resources written in different languages offered different perspectives in interpreting Rousseau's work. Therefore, by comparing and contrasting these ideas, she experienced a feeling of 'playing with languages and cultures'.

People from different cultures seem to have very different opinions when they analyse the same writer. That is very interesting and gave me a feeling of playing with languages and cultures.

As this excerpt illustrates, Minde's experiences of using three languages to search for information added to the pleasure she experienced from learning the L3. This, according to Minde, 'spurred' her to put more effort on French learning. Therefore, by joining language-related project, Minde accumulated enjoyable multilingual experience and enhanced her L3 motivation.

Lowering self-efficacy in the L3 learning

Despite Minde's deepened interest in French culture and comparing different languages, her self-efficacy lowered throughout the learning process. In the second and third interview, Minde told me that she became less confident in learning the L3 well, which made her feel 'a twinge of disappointment' at her L3 learning.

Interestingly, an in-depth analysis revealed that Minde's lowering self-efficacy was not because she had progressed at a slower pace than her peers or had not received encouragement from teachers. In fact, she was a high-attaining learner in her class and her performance in the examinations was no worse than that of Qiao. However, unlike Qiao, Minde was not satisfied with the progress she had made in her French learning. The reason seemed to be that the criterion which Minde used to evaluate her L3 learning achievement was based on whether she could realise her ideal L3 self, namely, finding a better job by learning an L3. This was nevertheless regarded as 'not very likely' by others in her contexts. Such discrepancy made her appraise her L3 learning as 'disappointing', which led to the collapse of her confidence in learning the L3 well.

Specifically, from the second interview, Minde reported having learnt from senior students that the demand for L3 speakers in the job market was limited and only those L3 learners could speak the L3 very fluently could have an extra competitive advantage in the job seeking process. However, based on her current learning performance, Minde did not believe that she could possibly 'be proficient in French' in the future, which made her evaluate her L3 learning as 'unsatisfactory'. She reported, for example:

I learnt from senior students that the demand for L3 speakers in the job market is not huge and opportunities are only reserved for those who could speak the L3 very fluently. However, I have already learnt the L3 for more than half a year but I still find it very hard to communicate in French. So being proficient in French seems to be unrealistic for me. (...) So even I am making progress in my

French learning, I do not have a feeling of, eh, approaching my aim, which is frustrating.

Therefore, during Minde's communication with the senior students, she realised that the gap between her ideal L3 self and her actual L3 learning was much wider than she expected, which made it hard for her to appreciate the progress she had made in learning the L3.

Notably, Minde's low confidence in her L3 learning did not mean that she was doubting her language learning competence; rather, such low self-efficacy was related to her pessimism with regard to learning the L3 'well' within the limited time and effort that an English major could spend on the L3. She indicated, for example:

Minde: I don't think I am a poor language learner, but I am not confident in learning French well due to some practical reasons. As an English major, I learn French only for two years. It is impossible to learn a language well within such a limited time.

I: What do you mean by learning it well?

Minde: (...) At least I can speak fluent French and use it in my future career.

This excerpt clearly reveals that Minde evaluated her L3 learning on the basis of whether she could use it for her professional development in the future. When such ideal future could hardly be achieved due to contextual restrictions, for example, the length of the course, Minde lost her confidence in her L3 learning. This suggests that some learners' ideal L3 self, though vague, might function as an important appraisal system for them to interact with their situated contexts and to evaluate their current L3 learning.

6.3.1.3. Weakened ideal L3 self: Influenced by L3 learning experience

Data analysis showed Minde's ideal L3 self became weaker by the time of the third interview. The main reason for the underdevelopment of her ideal French self seemed to be in relation to her lowering self-efficacy.

As mentioned in the previous section, Minde was aware of the huge discrepancy between her current L3 learning and her ideal L3 self. Such awareness not only harmed her self-efficacy beliefs in learning French but also frustrated her intention to integrate the L3 into her future career. She told me in the third interview, for example:

I almost give up the idea of using French in the future. Just as I told you before, I don't think I can speak French very fluently and use it in my future job. Yes, being able to speak three languages seems to be a very fancy identity and would definitely be a 'Wow' factor in the crowd. But so what?

Therefore, that due to her lowered confidence in learning the L3 well, Minde tended to believe that learning French was not useful for her future.

Interestingly, when I asked her whether her enjoyable multilingual experiences helped her to discover the value of learning the L3, she agreed that learning another language was instrumental in broadening her horizons. But she emphasised that since her main concern at the time was to find an ideal job, other benefits of learning a language did not seem to be so important.

Well, I definitely agree that learning another language is very eye-opening. But I only have limited energy and time, so I have to focus on what is more important, for example, the skills that could help me to find a better job.

Therefore, although Minde recognised the value of learning an L3 and being multilingual in terms of expanding her perspectives, she nevertheless regarded this value as not related to her professional development and, therefore, as insignificant.

6.3.1.4. The ought-to L3 self

Minde's ought-to L3 self did not change substantially throughout the learning process and mainly derived from her sense of obligation to fulfil course requirements. According to her, it was her duty to meet teachers' expectations. Class observation also revealed that Minde followed her teachers' instructions strictly and finished her homework on time, indicating the important role played by her ought-to L3 self in constructing her L3 motivation.

6.3.2. The effect of the intervention on Minde

The effect of the intervention on Minde's L3 motivation was also obvious, as she reported having resumed her passion for integrating the L3 into her future plans. In particular, by listening to the stories of the graduate students who used the L3 in their lives, she was excited to know that although the L3 might not endow her with a competitive edge in the job hunting

process, it could bring her opportunities for promotion and advancement in her future career. She reported, for example:

The intervention is very impressive. I now realise that the L3 could bring me unexpected opportunities for my professional development. For example, as the teacher said, I could do some simple French-Chinese translation as a sideline. I can even get more opportunities for promotion by being able to speak another language.

Therefore, the intervention widened Minde's perspectives in terms of how the L3 could be used in the future, which re-initiated her ideal L3 self and added to her motivation.

Nevertheless, unlike Qiao, Minde seemed to be less interested in those stories in which the graduate students enhanced their 'intercultural awareness' by learning an L3. For example, when I asked her whether she was impressed by the graduate student who could speak five languages and was competent in analysing linguistic and cultural phenomena, Minde replied:

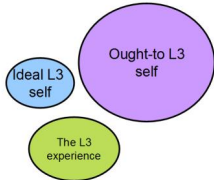
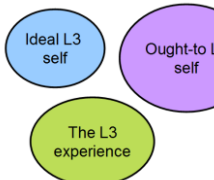
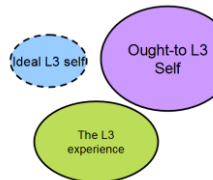
Not too much. I know that learning languages can widen individuals' perspectives. But that is something too abstract. (...) I mean, I can be more knowledgeable by learning another language. But so what? I am not going to attend any quiz shows (Laugh).

This excerpt clearly illustrates that Minde regarded the value of 'enhanced intercultural awareness' as too abstract. Though in a joking way, the mention of learning an L3 for attending quiz shows displayed her indifference to the value of the L3 in terms of enhancing her competence in intercultural communication. In other words, she only focused on the tangible benefits of learning an L3.

Comparison with participants from the control group

Qinting from the control group had a very similar L3 motivational trajectory to Demn's before the intervention. However, she did not strengthen her ideal L3 self after the intervention, which suggests that the intervention did have an impact on Minde's ideal L3 self. Specifically, at the initial stage, Qingting also hoped that learning an L3 could be beneficial for her professional development. However, during the learning process, she was discouraged by senior students' warnings that the possibility that she could use the L3 in her future career was slim, which severely challenged her ideal L3 self. A brief summary is presented as follow:

Table 6.3: A summary of Qinting’s L3 motivational trajectories

	The first interview	The second interview	The third interview
Ideal L3 self	I want to use it in the future, but that future is still far away.	I want to use it in the future.	I don’t think I will use German in the future.
Ought-to L3 self	Teachers’ requirements constitute my primary motivation.	My main motivation comes from course requirement.	Meeting course requirement is my main motivation.
L3 learning experience	I am very interested in learning German.	Comparing different languages is interesting.	I am interested in German culture but I do not think I can learn it very well.
			

Without the intervention, Qinting’s ideal L3 self was observed to weaken in the fourth interview. According to her, she no longer regarded the L3 as useful for her to find an ideal job in the future. Notably, in order to find a new competitive advantage, she had begun to pursue a second undergraduate degree in Finance and therefore spent less time on her German learning. This clearly showed that Qinting did not sustain her ambition of integrating the L3 into her future life.

6.3.3. A short summary

Compared to the first type of learners, the motivational trajectory of the second type was more complex. Minde enjoyed learning the L3 based on her deepened interest in the L3 language and culture. However, her self-efficacy beliefs in learning French weakened, which further challenged her ideal L3 self. It was only after the intervention that Minde re-discovered the possible value of learning an L3 in relation to her future development.

At the initial stage, Minde was motivated by her ought-to L3 self, L3 learning experience and ideal L3 self, as displayed in Figure 6.4.

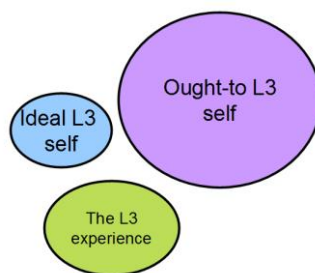


Figure 6.4: *Minde's L3 motivation at the initial stage*

At the time of the second interview, Minde's L3 motivation began to change based on her interactions with her situated contexts as can be seen in Figure 6.5 below.

- On the one hand, she became more interested in learning French, due to her positive reaction to teachers' introduction to French culture and engagement in language-related activities (represented by the two boxes on the left).
- On the other hand, her communication with the senior students made her realise that the instrumental value of the L3 in China was limited, which ran contrary to her initial ambition of using the L3 in her future career, leading to her lowering self-efficacy in terms of learning the L3 (represented by the box on the right).
- Such lack of confidence contributed to the weakening of Minde's ideal L3 self (represented by the dashed blue circle) and she no longer believed that she could use the L3 in the future. Notably, her deeper interest in the L3 culture and enjoyable multilingual experiences did not seem to strengthen her ideal L3 self (represented by the dashed line).
- Her ought-to L3 self did not change obviously.

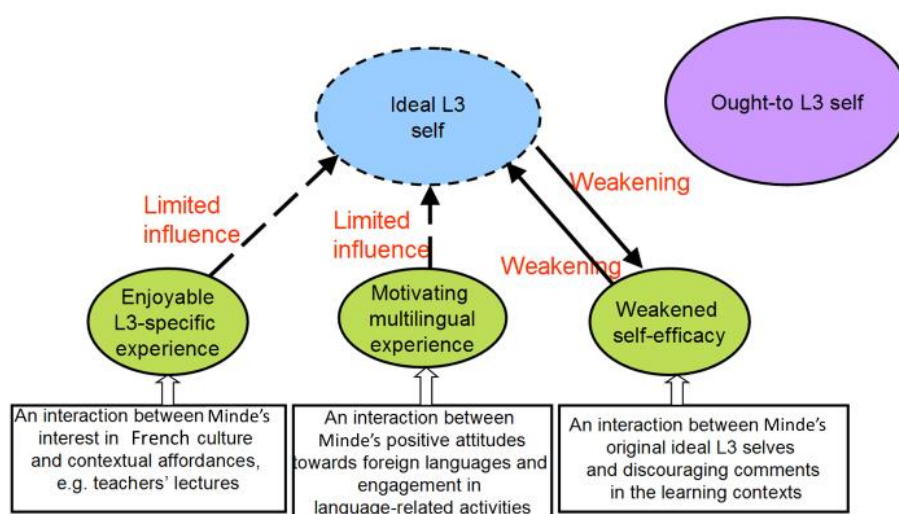


Figure 6.5: *The construction of Minde's L3 motivation before the intervention*

After the intervention, however, Minde’ ideal L3 self was again strengthened, though she still showed limited interest in being multilingual, as displayed by Figure 6.6.

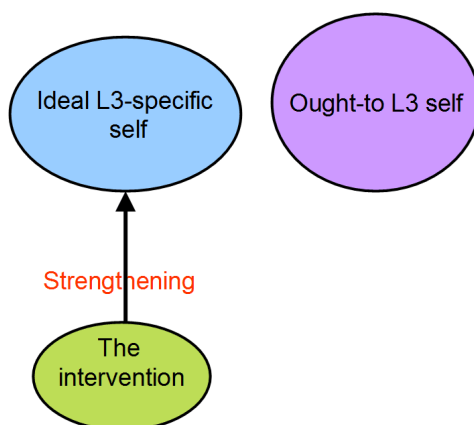


Figure 6.6: The effect of the intervention on Minde

6.4. The third type of English majors’ motivational trajectory

Data from six English majors generated this type. Their L3 motivational trajectories were downwardly revised during the learning process, mainly due to less enjoyable L3 learning experiences and weaker ideal L3 selves. This section discusses the construction of this type of motivational trajectory by specifically focusing on Bing’s L3 learning.

Bing was passionate and very willing to talk about her experiences of learning French during the interview. All of our interviews were longer than two hours and were interwoven with her account of her personality traits and of her high school and college experiences. Notably, in our first interview, Bing described herself as ‘a three-minute passion person’. Unfortunately, this was also the comment she gave to her French learning in our third interview. In fact, despite her enthusiasm for learning French at the initial stage, Bing was not able to identify her personal meaning of her L3 learning at the later stage, leading to obvious decrease in her L3 motivation. The formation of such trajectory will be discussed in this section.

6.4.1. Bing's motivational trajectory before the intervention

6.4.1.1. Bing's L3 motivation at the initial stage

The first interview gave the impression that Bing's interest in French language and culture significantly influenced her L3 motivation. For example, she used parallel structure to express her 'love' for French and her eagerness to learn this language. 'French sounds soothing; French culture is romantic; French people are chic and our French teacher is just too sweet. So I am full of energy to learn this language'.

In addition to her enthusiasm about French and France, Bing also admitted that course requirements played a role in shaping her L3 learning motivation. 'I need to be pushed by some external pressure in my study', Bing said in the first interview. Moreover, Bing mentioned once that her hope of 'speaking French fluently in the future' also added to her motivation to learn the L3. Therefore, enjoyable L3 learning experience, ought-to L3 self and ideal L3 self all contributed to her L3 motivation at the initial stage.

6.4.1.2. The de-motivating L3 experience: Constructed temporally and contextually

Decreased interest in learning French

Despite Bing's passion for French learning at the beginning, such exciting experiences did not last long. Although in the second interview she still regarded her French learning as interesting, in our third meeting, she told me her 'honeymoon' with French ended. According to Bing, the difficulty of learning French was far beyond her expectations and counteracted her impression of French as 'a romantic language'. 'I now realise that French is very difficult to learn, even more difficult than English,' Bing signed, 'such feeling is not romantic at all!'

To make things worse, the teacher began to spend more time teaching grammar or explaining French political issues, in which Bing had little interest. She reported, for example:

Our teacher used to spend much time talking about French culture, for example, French food or fashion, which was interesting. But now she shifts her focus to grammar. Even when she discusses about French culture, she talks about something like French political system, which is even more complex than grammar.

Interestingly, although admitting the changes in the focus of the L3 course severely compromised the pleasure she experienced in learning the L3, Bing did not complain about her teacher. Rather, she attributed her decreasing interest in French learning to her ‘superficial love’ for French and her personal characteristic as a ‘three-minute passion person’.

Learning a language is never easy and I should expect these difficulties. Our teacher is still very sweet and it is me that is to be blamed. I am always a three-minute passion person. To be honest, I think my initial enthusiasm about French might not have derived from my love for this language but have been only related to my curiosity about new things.

It could be inferred from this excerpt that Bing’s interest in French learning might have been limited, which made her more easily negatively influenced by the increasing difficulty of the L3 course and to lose her initial passion for learning French.

Lack of multilingual experience

Moreover, Bing also did not report having had any multilingual experience during the learning process. Interestingly, even when her teacher talked about the importance of being multilingual in class, she seemed to be confused at the meaning of ‘being multilingual’. The following excerpt illustrates this situation:

Well, as a language major, being multilingual is what we always talk about. Our teacher told us that we should aim to be ‘a multilingual person’. But what does it mean? (...) If being multilingual means being able to speak multiple languages, I don’t think I can speak French as fluently as English.

As shown by the excerpt, ‘being multilingual’ was a very abstract idea for Bing to comprehend and it seemed that people in her learning contexts, for example, her teachers, did not further explain this notion to her. Moreover, due to Bing’s limited interest in French, it seemed to be understandable that she might not have been as sensitive to the interchanges between languages as Qiao and Minde were. Therefore, during Bing’s interactions with her situated learning context, she did not accumulate multilingual experience as her peers did.

Lowering self-efficacy in French learning

It is actually not surprising to find that Bing’s self-efficacy beliefs in relation to French became weaker. In the face of the increasing difficulty of learning French, Bing found it harder to fully

understand the grammatical rules and achieve satisfactory marks in the examinations. Moreover, like Minde in the previous case, Bing was also frustrated to learn from her surroundings that it was not likely for English majors to find opportunities to use the L3 in their future career. As a result of such interactions between the unsatisfactory progress she had made in the L3 learning and the discouraging comments from the senior students, Bing reported having been ‘unconfident in learning French well’ in our third meeting.

6.4.1.3 Weakened ideal L3 self: Influenced by de-motivating L3 experience

Based on the second and third interviews, there was little evidence that Bing had developed her ideal L3 self during the learning process, which might be pertinent to her unsatisfactory L3 learning experiences. The following excerpt was cited as an example:

- I: You told me that you hoped to use the L3 in the future when we firstly met. How about now?
- Bing: Oh, really? Eh, probably I did, because people always have some fantasies when they learn something new, right?
- I: So now?
- Bing: I gave up. Learning a language is too difficult for me. (...) I am not as interested in language and culture as some of my classmates. (...) I am also not a good language learner.

As clearly demonstrated by this excerpt, Bing’s decreased interest and confidence in learning the L3 limited her imagination of using the L3 in her future life. Consequently, her ideal L3 self became weaker in the course of learning.

6.4.1.4. The ought-to L3 self

Like Qiao and Minde, Bing’s ought-to L3 self remained nearly unchanged throughout the learning process. According to her, it was her duty to fulfil course requirements and she was afraid of ‘failing in the examination’, which gave her immediate motivation to put effort into learning French.

6.4.2. The effect of the intervention on Bing

The effect of the intervention on Bing’s L3 motivation was surprising, as she became interested again in constructing her ideal L3 self. Specifically, during the last interview, she told me that

the intervention was ‘the most impressive L3-related activity’ in the second term. In her words, the intervention made her realise that learning an L3 could be ‘meaningful’ for her future and therefore gave her ‘new motivation’ to learn French.

In particular, Bing was deeply impressed by the L3-using stories of those graduate students. She commented, for example:

By listening to the stories of those graduate students, I realise that learning an L3 can indeed change our lives. In fact, since I was required to learn the L3, I had never seriously thought over why I should learn it. Even when I occasionally thought of this question, I could only think of using the L3 to find a better job. But the intervention provided me with many other choices of how to integrate the L3 into my future life.

As revealed by this excerpt, inspired by the examples shown in the intervention, Bing expanded her perspectives in how an L3 could change her future, which reignited her passion for integrating the L3 into her future life. In fact, she even asked me to share my experiences of learning and using the L3 in order to learn more about ‘the value of learning an L3’.

Notably, by the help of the intervention, Bing also seemed to develop her ideal multilingual self, as she had begun to regard the L3 as a way to expand her linguistic and cultural repertoires. She reported, for example:

Although I used to hear people say that learning foreign languages was ‘eye-opening’, it was hard for me to clearly explain the exact meaning of ‘being more eye-opening’. But after listening to the stories of those graduates, I seem to understand that people who speak multiple languages indeed lead a more enriching life. I was very impressed by the comment from one graduate student, ‘learning a new language helps you to find something unique from the most commonplace scenario’. (...) So it seems that learning a new language helps individuals to look at the world from a new perspective.

As displayed by the excerpt, Bing seemed to internalise the idea of ‘learning languages is eye-opening’ after the intervention and had begun to pay attention to the value of an L3 with respect to cultivating her linguistic and cultural awareness. In other words, her ideal multilingual self began to emerge.

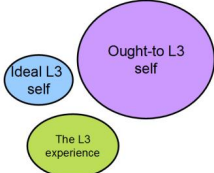
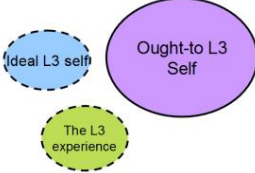
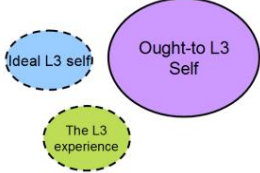
It is also interesting to note that the examples set by those graduate students not only enriched Bing’s imagination of being multilingual in the future but also seemed to help Bing to *re-interpret* her current L3 learning. Specifically, Bing told me that when she heard some graduate students mentioning that they had the habit of comparing languages in order to learn more about

different languages and cultures, she realised that she had also unintentionally compared French and English when learning French. However, she was not aware that such practice could be instrumental in cultivating her linguistic and cultural awareness. According to Bing, she would pay more attention to utilising her other linguistic resources when learning French in the future. Therefore by observing how those graduate students were learning a new language, Bing's sensitivity to the interchanges between languages seemed to be enhanced, which might have the potential to help her accumulate multilingual experiences.

Comparison with participants from the control group

A comparison between Bing's motivational trajectory and that of Yu, who was from the control group, also supported the view that the intervention was effective in strengthening learners' ideal L3 self. Like Bing, Yu also became less motivated to learn the L3 before the intervention. In a very similar way, Yu's initial interest in learning German faded and she became 'bored' of learning German grammar and vocabulary. Due to such declined interest in learning German, Yu gave up her ambition of using the L3 in the future. A short summary is presented as follows:

Table 6.4: The summary of Yu's L3 motivational trajectories

	The first interview	The second interview	The third interview
Ideal L3 self	The L3 may help me to find a better job.	/	I don't think German is important for my future.
Ought-to L3 self	Course requirement is very important for my German learning.	I always try to meet up teachers' expectation.	My only motivation comes from the course requirements.
L3 learning experience	I am curious about a new language.	/	Learning a language is too difficult and boring.
			

After the intervention, there was still little evidence that Yu intended to integrate the L3 into her future life. According to our fourth interview, she did not plan to continue to learn the L3 after the completion of the compulsory course, as she thought that learning an L3 was not meaningful for her future. Therefore, without the intervention, Yu's ideal L3 self seemed to continuously weakened.

6.4.3. A short summary

In sum, Bing's L3 motivation showed an obvious downward trajectory before the intervention, either in terms of her L3 learning experiences or ideal L3 self. Data analysis revealed that the formation of such trajectory was mainly because Bing did not regard learning the L3 as according with her personal interest and capacity, based on her ongoing interaction with her learning context. This situation further hindered her from discovering the value of the L3 with respect to her future development. In other words, Bing did not regard learning an L3 as of any personal significance. However, the intervention seemed to help Bing to discover the value of learning an L3 and contributed to the strengthening of her ideal L3 self.

Specifically, at the beginning stage, Bing was predominantly motivated by L3 learning experiences and ought-to L3 self. Moreover, her ideal L3 self also added to her L3 motivation, as displayed by Figure 6.7.

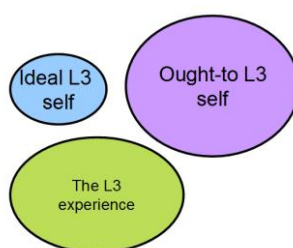


Figure 6.7: *Bing's L3 motivation at the initial stage*

However, Bing's interactions with her situated context dampened her initial passion for learning the L3, which led to the weakening of her ideal L3 self (see Figure 6.8).

- Bing's L3 learning experiences were not significantly enhanced, mainly due to the increasing difficulty of learning French and her limited interest in language and culture (represented by the green circle on the left).
- Moreover, her self-efficacy in relation to the L3 also became weaker, which could be attributed to her unsatisfactory learning performance and the warnings from her surroundings that English majors could hardly find opportunities to use their L3 in the future (represented by the green circle on the right).
- Without identifying the connection between the L3 and her personal interest or capacity, Bing's ambition of integrating the L3 into her future life faded (the dashed circle).

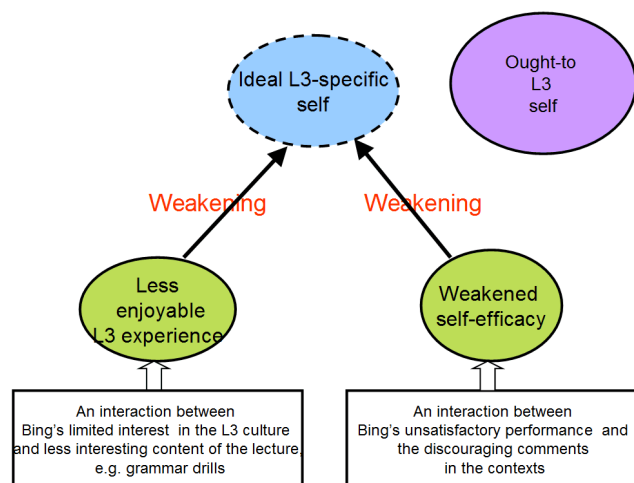


Figure 6.8: *The construction of Bing's L3 motivation before the intervention*

After the intervention, however, Bing's ideal L3 self, in particular, her ideal multilingual self, was strengthened, which suggests that the intervention changed her L3 motivation.

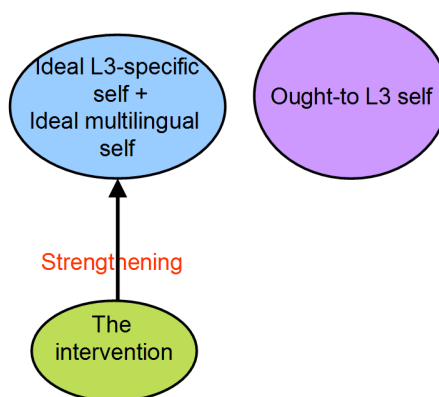


Figure 6.9: *The effect of the intervention on Bing*

6.5. Summary

This chapter presented the formation of English majors' L3 motivational trajectories. Findings suggest that English majors' L3 motivation were constructed based on learners' interactions with their situated contexts, during which they explored the position of the L3 in their current L3 learning experiences and future L3 selves. In particular, these learners' current learning experiences functioned as a very important basis for them to discover the value of the L3 in relation to their future development.

Specifically, as these English majors were required to learn an L3, the majority of them did not seriously think about why they were learning an L3, which made their ideal L3 selves relatively vague at the initial stage. Therefore, learners were primarily motivated by their current L3 learning experiences and ought-to L3 selves in their L3 learning at the outset.

During the process of learning, English majors' L3 learning experiences were constructed by their interactions with their situated contexts, based on which they explored whether the L3 learning accorded with their interest and capability. If these learners could deepen their interest in the L3 culture and comparing different languages or enhanced their self-efficacy, they were more likely to positively evaluate their current L3 learning and develop their L3 learning motivation.

Learners' L3 learning experiences further influenced the construction of their future L3 selves, in particular, their ideal L3 selves. For example, some learners (the first type) strengthened their ideal L3 selves when they increased their interest and self-efficacy in relation to learning the L3. Learners from the second type, however, were not able to develop their ideal L3 selves, as they lost their confidence in learning the L3 well. Learners from the last type, with much less enjoyable L3 learning experiences, could not discover the importance of learning L3 for their future development. In short, the development of these learners' ideal L3 selves was highly dependent on their personal L3 experiences.

Lastly, the intervention was found to provide effective contextual supports for English majors to develop their L3 selves, as Qiao, Minde and Bing all reported having strengthened their aspiration to integrate the L3 into their future lives after the intervention.

Chapter Seven

The Construction of L3 Majors' L3 Motivational Trajectories

7.1. Introduction

This chapter focuses on the formation of L3 majors' motivation to learn the L3. It looks at how the three motivational trajectories presented in Chapter Five developed through learners' interactions with their situated contexts, including the intervention. To achieve this aim, three individual cases²¹ from the intervention group (the German major) were selected for in-depth analysis. Each of the selected case represented one of the three identified motivational trajectories. Moreover, when I discuss the effect of the intervention in each case, one counterpart from the control group will be briefly introduced for comparison purposes. The following descriptions and the table present a brief summary of the three motivational types and the selected individual cases.

Type 1: Learners of this type were primarily motivated by their L3 learning experience and ideal L3 self, both of which were continually strengthened in the process of learning and this led to higher L3 motivation.



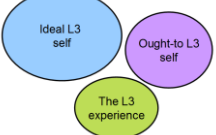
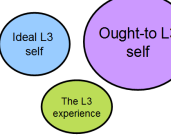
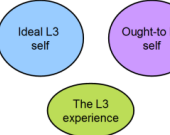
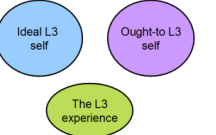

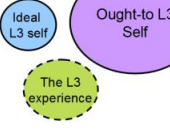
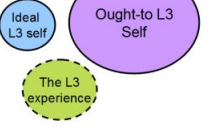
Type 2: These learners had very strong ought-to and ideal L3 selves throughout the learning process. However, their self-efficacy gradually diminished during the process of learning, which had a complex effect on their L3 motivation.

Type 3: These learners' L3 motivation declined during the learning process, mainly due to the

²¹ As mentioned before, during the process of selection, I looked for individual cases which are "paradigmatic" (Flyvbjerg, 2006:15) and 'information rich' (Patton, 2002:234).

decreasing motivational effect of their L3 learning experiences and ideal L3 self.

Table 7.1: A summary of L3 majors' three motivational trajectories

Type	Descriptions of their L3 motivation			Representative Case
	At the beginning	Changes taken place learners' L3 motivation before the intervention	After the intervention	
1				Yi
2				Jinqing
3				Qianyi

Note:

1. Data used to present learners' L3 motivation at the beginning was based on first round of interviews, written journals and class observation in the October 2015.
2. Changes in learners' L3 motivation before the intervention were based on data from the second and third rounds of interviews, written journals and class observation from November 2015- March. 2016.
3. Data used to analyse learners' L3 motivation after the intervention was from the fourth round of interviews and class observation from May 2016.
4. Interviews were used as the primary data sources while others provided supplementary information.
5. The size of the circle represents the role played by this motivational construct in shaping learners' L3 motivation. The dashed circle refers to that the motivational construct did not obviously influence learners' L3 motivation.

Guided by the L2 Motivational Self System, data analysis revealed that the formation of L3 majors' motivational trajectories involved a complex interplay between their future L3 selves and current learning experiences, on the basis of which these learners identified the position of the L3 in relation to their sense of self.

Firstly, L3 majors' L3 learning experience developed based on the interaction between learners' internal factors and situated contexts. Notably, as L3 majors had developed their ideal L3 selves at the very beginning of their L3 learning, this pre-existing ideal L3 self functioned as one of the important appraisal factors that helped learners to react to their contextual influences and evaluate their current learning experiences, in particular, their self-efficacy with regard to the

L3 learning.

Secondly, learners' accumulated L3 learning experiences also laid the basis for the revision, strengthening or weakening of learners' original ideal L3 selves, which contributed to one of the primary differences between three identified types of motivational trajectory.

Thirdly, L3 majors with a strong ought-to L3 self (the second type) were found to be more likely to sustain their ideal L3 selves, indicating the counterbalancing effect of the ought-to language self on ideal language self.

Lastly, in comparison, learners' interest in the L3 culture played a relatively limited role in the formation of the L3 learning experiences. Only the first type of learner regarded this influence as important for their L3 learning.

In the following part of this chapter, I will explain these findings based on a discussion of three individual cases. The structure of each case will be similar to that in the Chapter Six. I will firstly examine the learner's motivational trajectory before the intervention, following by a discussion of the effect of intervention²². After the presentation of individual cases, this chapter will conclude with a summary of the development of L3 majors' motivational trajectories.

7.2. The first type of L3 majors' motivational trajectory

Data from four focal participants from either the French or German major generated this group. As mentioned in Chapter Five, all of these L3 majors enhanced their L3 motivation during the learning process, as both their L3 experience and ideal L3 showed a generally upward trajectory. Notably, as their L3 learning proceeded, these learners began to accumulate multilingual experiences and their interest in constructing ideal multilingual selves increased. In this section, Yi from the intervention group was selected as a representative to explain the development of this type of motivational trajectory.

Yi was 18 years old. Wearing a big smile on her face, she was always cheerful and talkative.

²² As mentioned in the methodology chapter, the intervention attempted to strengthen learners' ideal L3 selves and ideal multilingual selves by asking learners to exchange their opinions about the opportunities to use the L3 in the future and, in particular, by introducing near-peer models who had successfully integrated the L3 into their lives.

When talking about her reason for choosing German as her major, Yi did not hide her pride in learning a lesser-known language and professed to having looked on the L3 as a rare commodity. ‘Speaking a lesser-known language is like being a panda in the zoo. We are “attractive” because we are small in number. My father told me that an L3 major would be very popular in the job market’. Such optimism about future accompanied Yi throughout her first year of learning German, but it did not mean that her L3 motivational trajectory never changed. Specifically, Yi’s interest in the L3 culture and her self-efficacy in relation to learning the L3 were strengthened during the process of learning. Her ideal self also transformed from ‘finding a good job’ to ‘embracing the possibility of being a multilingual’, especially after the intervention. This transformation involved a complex interplay between her future selves and current L3 learning experiences. The details will be explained in the following section.

7.2.1. Yi’s L3 motivational trajectory before the intervention

This section presents Yi’s motivational trajectory before the intervention, including her L3 motivation at the initial stage and later changes in terms of her L3 learning experiences, ideal L3 self and ought-to self.

7.2.1.1. Yi’s L3 motivation at the initial stage

Yi’s L3 learning experiences, ideal L3 self and ought-to L3 self influenced her L3 learning from the initial stage. For example, in the first interview, Yi eagerly shared with me her excitement about learning a new language and culture. Interestingly, when I asked her why she was so interested in German language and culture, she only answered, ‘German guys are too handsome!’ This seemed to indicate that, despite Yi’s interest in German and Germany, her understanding of German culture was relatively limited at this stage.

In addition to the charm of handsome German men, Yi’s aspiration to use the L3 in the future and her sense of obligation to learn the L3 well also infused her with energy to learn this language. According to Yi, having selected the L3 as her major, she aspired to a future in which the L3 could give her a competitive edge in her career. She in particular expressed her ambition to become a Chinese-German interpreter in the future. Moreover, she felt ‘obliged’ to learn the L3 hard and could not bear not being able to learn it well, as it was her major and would play a crucial role in her future life. Therefore Yi’s ideal and ought-to L3 selves also contributed to

her L3 motivation at the initial stage.

7.2.1.2. Enhanced L3 learning experience: Constructed contextually and temporally

Deeper engagement with German language and culture

In our second interview, Yi reported that her interest in German language and culture had grown, which added to the pleasure she experienced when learning German and gave her motivation for L3 learning. In particular, she became a fan of the German national football team. ‘They are determined, tough and professional,’ said Yi in the second interview, ‘they embody the true spirits of German and Germany!’ Her enthusiasm for German football could also be identified from her online social networking site. From December 2015 to June 2016, more than half of the updates on her QQ²³ were concerned with German football players, matches, history and relevant football vocabulary in German. With such ‘deepened love’ (the second interview) for German and Germany, Yi regarded German learning as more ‘interesting and meaningful’, indicating an increase in her L3 motivation.

A deeper data analysis revealed that the strengthening of Yi’s enjoyable L3 learning experience could be attributed to the interaction between her desire to develop her interest in German learning and the input about German culture from her teachers. Specifically, when asked why she became so affectively attached to German culture within such a short period, Yi firstly attributed it to the influence of her teachers:

Our teachers always talked about German and Germany so I knew more about this country. (...) We also watched a movie about the German football, which initiated my love for German football. I then searched online for more information and became a fan of the German football team.

Apart from teachers’ influences, Yi’s own desire to develop her interest in German culture also played a crucial role in deepening her engagement with German, as encapsulated in the following excerpt:

I: Is there any other reason that deepened your interest in learning German?
Yi: Eh, I gradually realised that interest is very important in learning a language. So I want to be more interested in German culture and therefore more willing to learn more about Germany, e.g., listening to my teacher

²³ QQ is one of the most popular online social networking systems in China.

more carefully when she talked about German culture.

This excerpt clearly reveals that Yi was aware of the importance of developing interest in German language and culture, which helped her to more actively react to the teacher's introduction to German culture in class. Throughout this interaction, her cultural interest deepened and her German learning experience became more enjoyable and motivating.

The accumulation of motivating multilingual experience

From the third interview, a new change was identified in Yi's accounts of her L3 learning experiences, namely, her deepened interest in comparing different languages, which indicated the emergence of multilingual experience as a new motivator. Specifically, in the third interview, Yi told me excitedly that she had 'made a big discovery' when looking up a German word in both German-English and German-Chinese dictionaries. 'I find that English and Chinese translations for the same German word could be slightly different', said her, 'which made me realise how different people might be in using language to describe very similar phenomena'. These experiences indicated that Yi began to notice the interactions between different languages and her L3 learning experiences were no longer only related to learning and using German but also multilingual-oriented. Notably, such multilingual experiences greatly added to her enjoyment of learning German, as she suggested, 'the feeling is like discovering something new which you have never expected.'

Apart from her own 'discovery', Yi's encounter with a multilingual also contributed to her multilingual experiences and, more importantly, raised her awareness of the value of being multilingual. According to Yi, she met a senior student, Dai, who could speak very fluent French and English and had obtained unexpected opportunities due to her outstanding linguistic advantages.

Yi: At first my focus was only on German. But the talk with Dai made me realise that I need to be more open-minded and pay attention to developing my ability in using multiple languages, which would have an effect of 'one plus one more than two'. (...) She told me that she once carried out a research project about Asian culture and she was able to search for materials not only in Chinese but also in French and English.

I: So 'one plus one more than two' means?

Yi: Eh, (...) well, the feeling is perceptible but indescribable. Just I knew more about the value of learning an L3.

As this excerpt displays, Yi was deeply influenced by Dai's experiences of using multiple languages in a 'one plus one more than two' way, indicating Yi's awareness of the value of being multilingual when her multiple languages were used in an integrated way. Interestingly, Yi could not fully explain her recognition of the value of using multiple languages, which seems to suggest that what Yi learnt from Dai's experiences were not describable benefits but a belief in the value of being multilingual. However, it was not until my analysis of the data from the intervention that I gradually realised that not everyone could develop such a belief from listening to others' multilingual stories, as some personal factors were also important for such change to take place. The details would be discussed when I come to the discussion of the intervention.

Fluctuated self-efficacy over the course of learning

Despite increasing interest in German culture and being multilingual from the second to third interviews, Yi's self-efficacy in relation to the L3 learning underwent some fluctuations, which decreased according to the report from the second interview but gradually resumed by the time of the third interview.

For example, in the second interview, Yi reported that she 'had a sense of crisis' in her learning of German and evaluated her L3 learning as 'not good enough', indicating her shaken beliefs in her competence to learn the L3. The main reason might be related to her awareness of the difficulty of realising her original ideal L3 self. Whereas she had thought that her specialty in speaking a lesser-known language would secure her a bright future, she soon learnt from her teachers that she might have been overoptimistic. She indicated, for example:

Frau Cao (one of Yi's German teachers) warned me that I should not have the illusion that an ideal job would find me after my graduation. It is true that not many people could speak German in China but the demand for German speakers was also limited. Opportunities were only reserved for good students. In particular, I need to be excellent if I want to find a job in which German could be widely used, such as a German-Chinese interpreter.

Therefore, the warning about the limited instrumentality of the L3 in China from the teacher made Yi aware of the difficulty of realising her ideal L3 self and the necessity to be 'a good student' in her class. In particular, her ambition to find a primarily German-related job set an even higher requirement for her German learning. Consequently, she enhanced the criteria for

appraising her current learning achievement, which to some extent challenged her self-efficacy. She reported, for example:

I used to think that my specialty in German more or less guaranteed a bright future for me, so I learnt German happily without caring about my rankings in class. (...) But now I realise that being a good student is still very important for realising my dream. However, my performance in the exams is not good enough, especially when compared with my classmates.

As indicated in this excerpt, due to her aspirations to have a better future, Yi began to attend to her rankings and competition from peers in class, which thus lowered her evaluation of her current L3 learning. In other words, Yi's confidence in her German was threatened due to her awareness of the wide gap between her ideal L3 self and current learning performance.

However, Yi began to recover her confidence in her L3 learning during the third interview. According to her, her anxiety about learning the L3 had decreased to some extent and she became 'proud of' her progress in learning the L3, boosting her motivation to learn German:

Seven months before, I could not even speak a complete German sentence, but now I can carry out some basic conversation. That's amazing! Although learning German is not easy at all, reflection on this progress gives me courage to move on.

Two reasons were found to explain such changes in Yi's self-efficacy. The first one was that Yi indeed made significant progress in her German learning, as indicated in the excerpt. Due to her hard work, Yi was frequently praised by her teachers in class and she also achieved high marks (in the top ten out of the 23 learners) in the final examination in the first term. Secondly, she gradually revised her ideal L3 self by not focusing only on the value of German in terms of finding a good job in the future, which will be explained when I discuss her ideal L3 self. This change reduced Yi's pressure to 'learn German very well', for example:

I was too eager to learn the L3 very well previously, as I only focused on being an interpreter. But now I know there are a range of opportunities. So I don't want to think too much (referring to the rankings in the examination). What I should do is to try my best to learn.

Therefore, Yi seemed to embrace more of the possibilities related to using the L3 in the future. Such revision of her ideal L3 self changed her way of interacting with her situated context and influenced her evaluation of her current L3 learning. As displayed before, she began to appreciate her progress in learning the L3 and enhanced her self-efficacy.

7.2.1.3. Strengthened ideal L3 self: Shaped by L3 learning experience

Like Yi's L3 experiences, the role played by German in her ideal future also underwent change throughout the year, influencing her L3 motivation. Whereas she had mainly looked upon the instrumental value of German in the job market, e.g. being a German-Chinese interpreter, Yi became willing to embrace a future in which German was used in combination with her English and Chinese and contributed to the expansion of her overall linguistic and cultural repertoire. Such change should be mainly attributed to her German and multilingual experiences.

Yi's ideal L3-specific self

From the second interview, Yi's willingness to integrate German into her future was observed to strengthen. The main reason was found to be the accumulation of her enjoyable L3 experiences. She reported, for example:

The more I am interested in German, the more I believe that I have made a good choice for my future. (...) If I couldn't enjoy learning the L3 currently, I don't believe I would enjoy using it in the future.

Therefore, the enjoyment she experienced from learning the L3 led to the development of her ideal L3 self and made her emotionally attached to using the L3 in the future.

However, despite such firmer determination to use German in the future, Yi also raised doubts about the instrumentality of German in finding a good job in light of her accumulated German learning experiences. As mentioned previously, Yi used to look upon German as a distinctive linguistic asset and intended to rely on it to find a satisfactory job in the future. However, her teachers' warnings challenged her optimism about the instrumental value of German in the job market, which not only resulted in her decreased self-efficacy with regard to learning German, as mentioned before, but also triggered worries about her future. She reported in the second interview, for example:

I am a bit worried now. I know I need to work harder to learn German very well. But even when I am the top ten or top five in my class, I still might not find a position to be a German-Chinese interpreter. But I want German to play an important role in my future. It's a dilemma.

Therefore, while Yi's identity as a German major and her interest in this language sustained her determination to strive for a future in which German would play an important role, her decreased confidence also made her perplexed about her ideal German self.

The emergence of ideal multilingual self

When Yi was trapped in the dilemma of how to make German useful for her future, the accumulation of her multilingual experiences seemed to provide her with a possible solution. From the third interview, Yi told me that rather than focusing only on German as her most important advantage in the job market, she gradually recognised the value of the L3 in making her 'more multilinguistic and multicultural' than others. In other words, her ideal multilingual self began to develop.

Specifically, influenced by the multilingual user she had met, Yi began to emphasise the importance of developing her overall linguistic and cultural awareness and being able to use both English and German in the future. The following excerpt illustrates this situation:

Yi: I now want to use English and German in combination in the future, just like Dai (referring to the multilingual user she had met before).

I: What do you mean by 'in combination'? I remember in the first interview, you also mentioned that you wanted to use English and German in the future. What is the difference?

Yi: Eh, I think at first I only regarded English as a basic skill. But now I think it is not enough to attain the basic level of English. Eh, it's hard to explain, but just like Dai, multiple languages opened up a new avenue to explore the world.

(...)

I: Do you still think of being a German-Chinese interpreter in the future?

Yi: Ah, it is still my dream. But that is not easy to realise. However, even if I could not succeed and end in doing something else, my linguistic advantages could help me to be more culturally sensitive, which should be important in such a globalised world.

It can be inferred from this excerpt that under the influence of Dai, Yi became aware of the possibility of using multiple languages in the future. She became dissatisfied with using English for some basic communication and German for career development but thought of using both languages in an integrated way to 'explore the world'. In this sense, her ideal English self and ideal German self no longer existed as separate entities but interacted with each other and constituted her ideal multilingual self. It is also notable that the emerging ideal multilingual self

did not replace her original ideal German self, namely, to become an interpreter, but added new possibilities for how German would influence her future life.

7.2.1.4. Yi's ought-to L3 self

Compared to her learning experiences and ideal L3 self, Yi's ought-to L3 self did not change obviously during the learning process. Throughout the three interviews, she regarded 'the need to finish the course requirement' as part of her motivation. 'Following the teachers' instructions is always part of my motivation. It's my duty as student', said Yi in the third interview. Therefore she regarded it as her responsibility to follow the teacher's requirements.

However, it is nevertheless interesting to note that when Yi developed a strengthened ideal L3 self, the importance of her ought-to L3 self in motivating her to learn the L3 diminished. For example, she told me in the last interview:

Although the teacher's push is still important, I think I am a more active learner now. At the beginning, the pressure given by teacher was crucial for me, but now I think I am learning German more for myself.

Therefore, with a clearer idea of the value of German for her, Yi became less externally motivated in the process of learning the L3.

7.2.2. The effect of the intervention on Yi

The fourth interview suggests that Yi's ideal L3 self, especially her ideal multilingual self was strengthened, probably due to the intervention. Notably, the second session, in which the teacher and I introduced the stories of graduate students who successfully used the L3 in their lives, was evaluated by Yi as 'the most effective part of the intervention'.

Firstly, the examples used in the intervention strengthened Yi's aspirations to integrate German into her future life. She reported, for example:

I really aspired to the lives they (referring to those graduate students) are leading now. I want to have a similar life to them after graduation. (...) I ran to the library to review the text immediately after the intervention.

Hence, the graduate students who functioned as role models enriched Yi's imagination about using German in the future, which motivated her to review the text after the intervention.

In addition, the intervention also seemed to strengthen her newly-emerged ideal multilingual self. Firstly, her confidence in the value of 'being multilingual' was significantly enhanced.

The intervention gave me confidence that our biggest specialty might not be able to speak fluent German but to speak two foreign languages fluently. You and Frau Cao gave us so many examples whose life had been enriched by their expertise in languages. They were so innovative, open-minded and knowledgeable.

Therefore, after being introduced to more multilingual examples, Yi confirmed her belief in the value of being multilingual which could help her to be more 'innovative', 'open-minded' and 'knowledgeable'.

It should be nevertheless mentioned that with regard to why the intervention could be effective in the case of Yi, her personal reasons should not be underestimated. As mentioned before, Yi's previous learning experiences had already helped her to realise the importance of being multilingual. This might have provided a very important basis that allowed Yi to react positively to the multilingual examples in the intervention. As she mentioned in the interview, she had 'already' realised that her 'specialty was to be able to speak two foreign languages' and the examples in the intervention functioned as 'support' for her view. Therefore the effectiveness of the intervention should be viewed as a successful interaction between her internal beliefs about being multilingual and the contextual support from those multilingual role models.

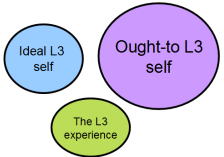


Comparison with the control group

A comparison between Yi and her counterpart from the control group who shared a similar L3 motivational trajectory before the intervention lends further support to the effectiveness of the intervention.

Specifically, Ziqin's L3 motivation fluctuated in a similar way to that of Yi before the intervention. With the help from teachers and friends, she developed deeper cultural interest in the L3 and became more determined to use French in the future. However, she also gradually realised the difficulty of finding an L3-related career opportunity and shifted her focus to 'being able to speak three languages'. According to her in the third interview, although she hoped to

use the L3 in her future career as much as possible, she had come to accept a future in which ‘French would also be something for bringing new perspectives’, indicating the emergence of ideal multilingual selves. A summary is presented as follows:

Table 7.2: A summary of Ziqin’s L3 motivational trajectories

	The first interview	The second interview	The third interview
Ideal L3 self	French is a very important part of my life.	I think future begin to play an increasingly important part in my motivation.	My primary motivation comes from my aspirations for future.
Ought-to L3 self	The direct motivator is course requirements.	It’s my major.	It’s my major, so I should learn it well.
L3 learning experience	Everyone thinks French is beautiful, and, (laugh), I think so.	French culture is truly intriguing, especially films.	I love comparing French with Chinese and English.
			

Ziqin’s ideal L3 self did not seem to change too much in the fourth interview. In fact, she admitted that it was not easy to explore how her linguistic advantages in three languages could influence her future life. One example is illustrated as follow:

Ziqin: I believed that being able to speak several languages will be beneficial for my future. But it is hard for me to clearly explain in what way they will be useful. In fact, I am still in a process of exploration.

I: How to explore?

Ziqin: I am thinking of consulting the senior students.

As this excerpt illustrated, Ziqin was still ‘exploring’ the value of being multilingual. Interestingly, she was thinking of consulting senior students about how to apply the L3 into her future lives, which seemed to suggest the intervention which introduced the L3-using stories of graduate students as examples was beneficial for L3 majors to construct their ideal L3 selves.

7.2.3. A short summary

The analysis revealed that Yi’s motivational trajectory developed through a complex communication between her ideal L3 self and current learning experiences. Specifically, Yi constantly modified her evaluation of her current L3 learning experiences based on her

interaction with the situated context, in particular, whether the L3 learning was accorded with her interests and capacities. This further formed a basis for the construction of her ideal L3 self. Moreover, her existing ideal L3 self also functioned as an important internal framework for her to interact with her contexts and formed her L3 learning experience. It was during this process that Yi explored where to position the L3 in relation to her self-identification, which influenced her L3 motivation.

Specifically, as displayed by Figure 7.1, Yi was motivated by her ideal L3 self (the blue circle), L3 learning experiences (the green circle) and ought-to L3 self (the purple circle) at the initial stage.

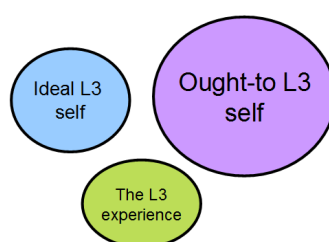


Figure 7.1: Yi's L3 motivation at the initial stage

As her L3 learning deepened, Yi's L3 selves had developed but had also met problems, as shown in Figure 7.2.

- On the one hand, based on the interaction between her desire to develop an interest in the L3 and the contextual affordance, namely, her teachers' lectures and other activities, Yi became more confirmed in her belief that the L3 culture and language were in her personal interest. This added to the enjoyment she experienced from learning the L3 and strengthened her determination to integrate the L3 into her future life (represented by the green circle on the left).
- On the other hand, she had to enhance her criteria for evaluating her current L3 learning achievements as she had learnt from her situated contexts that realising her ideal L3 self, namely finding a German-related job was not an easy undertaking. This challenged her beliefs in her competence to learn the L3 well, which in turn made her worry about realising her ideal L3 self.

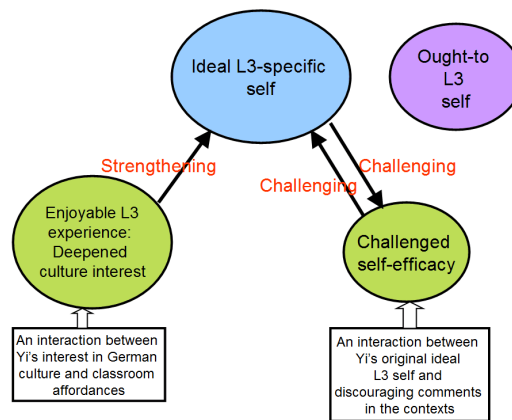


Figure 7.2: *The construction of Yi's L3 motivation at the second stage*

Finally, Yi had revised the position of the L3 in her self-identification, especially the ideal L3 self, leading to a more harmonious development of her L3 selves (see Figure 7.3).

- Firstly, based on her interest in comparing languages and engagement in language-related activities, Yi's experiences of being multilingual developed, adding to her L3 motivation (represented by the second green circle from left).
- The emergence of her multilingual experiences provided Yi with the option to revise her original L3 self and her ideal multilingual self was created in addition to her ideal German self (represented by the blue circle).
- Notably, Yi's revision of her ideal L3 self provided her with a new appraisal framework to help her evaluate her current learning achievements, which seemed to help her to resume her confidence in learning the L3 (represented by the green circle on the right).
- The intervention was found to strengthen Yi's ideal multilingual self at this stage.

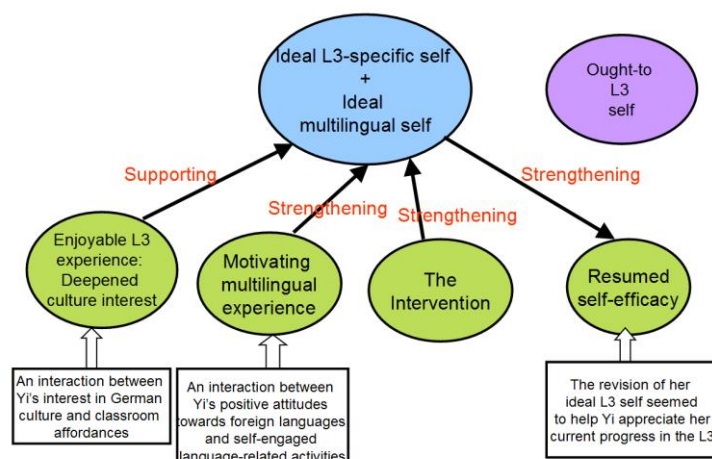


Figure 7.3: *The construction of Yi's L3 motivation at the third stage*

7.3. The second type of L3 majors' motivational trajectory

The second type of L3 majors' learning motivation that I identified also generally displayed an upward motivational trajectory. One distinctive characteristic of this type of learner (four learners) was that they all had very strong ought-to L3 selves. Moreover, their ideal L3 selves also strengthened, though they were always tied to using the L3 to find a good job in the future. However, these learners gradually lowered self-efficacy with respect to the L3 learning at the later stage. In this section, Jinqing was selected for in-depth analysis for this type of learners.

Jinqing gave the impression of being shy and reticent in the early lessons. Although sitting at the front of the class, she seldom asked questions or joined in class discussion. 'I even dare not say "Hello" to my teachers or classmates if I run into them on campus,' admitted Jinqing in our first interview. However, despite her shyness, she was very determined to 'learn German well', as she believed 'a lesser-known language would be a distinctive linguistic asset for a well-paid job in the future', suggesting that from the beginning Jinqing regarded the L3 as her specialty.

In the following part, I will discuss the formation of Jinqing's motivational trajectory with regard to the interplay between her future L3 selves and current learning experiences. On the one hand, Jinqing's existing ought-to and ideal L3 selves, which considered the instrumental value of the L3, functioned as an important internal framework that helped her to interpret her contextual influences and therefore influenced L3 learning experiences. On the other hand, her ongoing learning experiences might also have pushed her to specify her original ideal L3 self.

7.3.1. Jinqing's motivational trajectory before the intervention

7.3.1.1. Jinqing's motivation at the initial stage

Jinqing displayed strong ought-to and ideal L3 selves from the very beginning of her L3 learning. In a very frank way, Jinqing told me that she was from an underprivileged family, and her mother had to work very hard to pay for her undergraduate tuition. Such a family background influenced her eagerness to 'earn money', not only to satisfy her own 'ambition' to 'achieve financial freedom in the future' but also because of her 'obligation' to 'liberate mom from drudgery'. After selecting German as her major, Jinqing regarded the realisation of her ambition and the fulfilment of her responsibility as being intimately related to 'learning German

well'. Such a combination of her strong ideal and ought-to German selves significantly motivated her to put effort into German learning. She told me in the first interview, for example, 'Every time I don't want to recite the vocabulary, I search for the salary of a German-Chinese interpreter online and I will get motivated within one minute!'

In comparison, the enjoyment she experienced from her L3 learning also contributed to her L3 motivation but this held a subordinate position. According to her, although she was 'curious' about a new language, she was not primarily driven by 'interest'.

7.3.1.2. Jinqing's strong ought-to L3 self

Throughout the second and the third interviews, Jinqing's strong ought-to L3 self played a very important role in her L3 motivation. In the second interview, Jinqing re-emphasised her 'responsibility' to 'learn German well'. She told me, for example, 'German is my major, so I can only rely on it to support myself and my mom. I could not bear letting my mom down'.

The motivating effect of her ought-to L3 self became more prominent in the third interview when she was disappointed due to her unsatisfactory performance in a recent examination. Instead of being de-motivated, Jinqing pushed herself to stay longer in the library to learn German. When I showed my amazement and appreciation for her high motivation, she responded as follows:

How could I give up? I need to support myself and I am obliged to provide my mom with a better life. The very thought of not being able to learn German well made me scared.

This excerpt clearly reveals that Jinqing's strong ought-to L3 self functioned as a strong motivator and prevented her from reducing her effort in learning German.

7.3.1.3. Changes in Jinqing's L3 learning experiences: Constructed temporally and contextually

Lowering of self-efficacy in the L3 learning

While Jinqing's ought-to L3 self changed very little during the first year, her L3 learning experiences did fluctuate. Specifically, lowered confidence in German learning could be easily

identified in her accounts of her L3 learning experiences in the second interview.

At the very beginning of our second meeting, Jinqing could not wait to tell me how unsatisfactory her current learning achievement was. 'I am not good at learning German at all!' said Jinqing in a low voice, 'I do not know how to learn it.' For nearly an hour²⁴, she shared with me the problems she had encountered in learning German, such as forgetting new vocabulary easily, poor pronunciation and unsatisfactory performance in listening examinations. She was so anxious about finding out how to improve her German that she even turned to me for help, 'Could you teach me how to learn a language well? I have spent much more time on German now but I still could not make progress. I sometimes even think I am not clever enough to learn foreign languages'.

To be honest, I was very surprised at the low self-efficacy Jinqing displayed in relation to her learning of German, as she was among the top seven in the class and was evaluated by her teachers as 'a very good student'. Moreover, she had only been learning German for three months and it seemed to be too early for her to doubt her capacity to learn the language well. However, in the later part of the interview, I gradually understood that her highly stressful L3 learning experiences might be related to the interaction between her existing future L3 selves and the warnings from her situated contexts about the limited instrumental value of the L3 in the job market.

According to Jinqing, she had a talk with her teacher, Frau Qin, and was frustrated to discover that only a few students could find a lucrative German-related job, which greatly enhanced the criteria that Jinqing used to evaluate her current L3 learning. She reported, for example:

Jinqing: I lost sleep on the night of the talk. I had never expected that being a German-Chinese interpreter or a German teacher would be so difficult. Frau Qin told me that only a few job vacancies would require the candidates to speak German so the competition is severe. (...)

I: But you are quite good.

Jinqing: No, not enough.

As indicated by this excerpt, Jinqing was not confident about her current learning because her appraisal framework for 'a good learner' was based on her ideal German self which involved being able to find a well-paid German-related job. When her current achievements in the L3

²⁴ The average length of an interview was 40 minutes. But if my participants were eager to share with me their opinions or experiences with regards to their L3 learning, normally I would not interrupt them. So some interviews were much longer.

did not meet her expectations, she evaluated her L3 learning as unsuccessful. In short, when she discovered from her teacher that the gap between her future self and current learning experiences was wider than she had previously expected, she became less confident in her current learning performance.

Jinqing did not regain her confidence in her German learning by our third interview. Specifically, this time she had made up her mind to be among the top learners in her class as it was ‘the only way’ she regarded as possible to realise her ideal L3 self (which will be explained in more details in the following subsection). Such a goal placed Jinqing under huge pressure to survive the fierce competition from peers in every examination.

I became more nervous before examinations, because I want to be in the top five, which is nevertheless not easy. (...) I will be frustrated if I come sixth in the exams.

It is evident that Jinqing’s desire to be top student drew her attention to her rankings in the examination and every failure to be in the top five could threaten her confidence in learning German well.

It is worth mentioning that the effect of such low self-efficacy on Jinqing’s motivated behaviour was complex. On the one hand, it gave her the extra spur to put increasingly greater effort into learning German well. As she told me in the second interview, ‘I am less clever than others in learning a foreign language, so I need to work harder to catch up with them.’ On the other hand, however, such low confidence occasionally de-motivated Jinqing. For example, she told me in the third interview that although her low appraisal of her current learning would not discourage her in the long run, she did sometimes feel ‘really frustrated’ and might sometimes need a short period to ‘relax’. In this period, she would ‘put aside her German learning and spend more time hanging out with friends’. From this perspective, such low self-efficacy did bring Jinqing some ‘de-motivated’ periods in her L3 learning.

The lack of motivating multilingual experience

Unlike Yi, Jinqing mentioned very little about her multilingual experience. In all the three interviews before the intervention, there was little evidence that Jinqing engaged in any multilingual activities which required the use of multiple languages in an integrated way or had

any experience of comparing or contrasting multiple languages. For fear of changing her motivation as a result of the interviews, I did not ask anything about being multilingual before the intervention. So the detailed reasons for her lack of multilingual experience were unclear from the first three rounds of interviews. It was only after the intervention that I realised that Jinqing's lack of multilingual experiences might not only be related to the limited opportunities of experiencing being multilingual but also to her personal factors. The details will be discussed when I reported the effect of the intervention on her.

7.3.1.4. Jinqing's ideal L3 self: Specified by L3 learning experiences and sustained by ought-to L3 self

Like that of Yi, Jinqing's ideal L3 self was also found to develop during the second and third rounds of data collection. However, unlike Yi, who revised her ideal L3 self in the course of learning, Jinqing was persistent in her original ambition to use German to find a good job and managed to develop more specific goals to realise this dream.

Firstly, being aware of the limited number of opportunities to use the L3 in the job market, Jinqing began to pay attention to which kind of L3 learners could obtain those limited opportunities. She told me in the second interview, for example:

I used to think that being in the middle is OK. But since the competition is so severe, such academic performance might not be enough. I am now trying to find out how well my German should be before I can find a satisfactory job.

Therefore, in the face of the challenges posed to her realisation of her original ideal L3 self, Jinqing began to look for a more feasible sub-goal to realise it.

It was not long before Jinqing established this goal which was to be one of top learners in her class. Specifically, Jinqing looked at her teachers as her role models and found that all of them had been 'top learners' during their undergraduate years. Therefore, she drew the conclusion that only top learners could survive the severe competition to find an L3-related job.

Frau Qin and Frau Cao were both very successful students during their undergraduate years. So by following in their steps, I think my possibility for success (referring to finding a German-related job) could be enhanced.

However, although Jinqing's ideal L3 self was developed, there was little evidence that she

developed a similar ideal multilingual self, as Yi had done. The possible reasons might be related to her lack of multilingual experience. As mentioned before, Yi's development of an ideal multilingual self was strongly related to her experience of being multilingual. Without such experience, it seemed to be understandable that Jinqing did not value being multilingual with respect to her future. Another reason might be that the benefits of being multilingual were not so self-evident as those of finding a lucrative German-related job, for example, being a German-Chinese interpreter. Due to her strong desire and family responsibility to earn money, Jinqing might not have been willing to think about a multilingual future. In other words, her strong ought-to L3 self might have helped her to sustain her original ideal L3 self. This assumption could be more strongly supported and will be explained in more detail when I come to discuss the effect of the intervention on Jinqing.

7.3.2. The effect of the intervention on Jinqing

The intervention did not significantly change Jinqing's L3 motivation and her L3 motivation remained relatively similar to what it was before the intervention. In fact, it only strengthened her belief that she needed to be the top students to realise her ideal future. For example, Jinqing told me in the fourth interview:

The graduates you have introduced in the intervention were all very successful learners. I aspire to their current lives, but that means I have to work harder.

Therefore, the role models presented by the successful graduates confirmed Jinqing's beliefs that only those who learnt the L3 very well could take advantage of the opportunities to use the L3 in the future.

However, when talking about the possibility of looking upon the L3 as an opportunity to expand her overall linguistic and cultural repertoire, Jinqing seemed to be less interested than Yi did. According to her, the instrumentality of being multilingual was too abstract.

The intervention told us how learning another language could expand our horizon. To be honest, I think it is common sense. The problem is what kind of horizon we could expand by learning a language. To know more about history, art or people? I think those things are all up in the air. Maybe I am too instrumental. But I am interested in things that are more specific and visible.

Jinqing's comments raised a very interesting point. The value of being multilingual was

relatively abstract and hard to be illustrated explicitly. As mentioned before, since Jinqing felt an urgency to support her family and looked carefully at the tangible benefits that could come from learning the L3, it was not surprising that she was not interested in being multilingual, the value of which seemed to be too abstract to her.

Moreover, a comparison between Yi's and Jinqing's reactions to the intervention suggested that Jinqing's lack of multilingual experience might also have contributed to her indifference to being multilingual. Specifically, the fourth interview suggested that Jinqing might not have even noticed the interactions between languages, for example:

I: Some of your classmates told me that they found it interesting to compare languages or that they had a feeling of broadening their horizons by learning German? Do you have similar experience?

Jinqing: Eh, probably no.

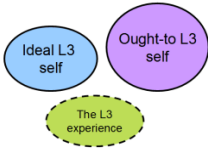
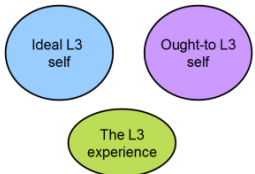
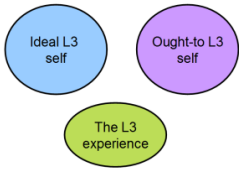
Therefore, without noticing the fluidity between languages, it was not hard to understand why Jinqing did not have the same feeling as Yi in terms of 'discovering something new', which to some extent contributed to her passive reaction to the intervention.

Comparison with participants from the control group

One participant, Yiner, from the control group was selected for comparison with Jinqing to illustrate the effectiveness of the intervention, which again revealed that the effect of the intervention might be limited.

Before the intervention, Yiner's motivational trajectory was similar to that of Jinqing. She also looked upon the L3 as a prestigious linguistic asset which could help her 'find a good job' in the future. She also became very stressed when she found her original ideal L3 self was challenged and was determined to spare no effort in learning French 'as well as possible'. Moreover, although not from an underprivileged family background, Yiner was under pressure to learn the L3 well due to her parents' high expectations of her, which also pushed Yiner to stick to her original ideal L3 self. A brief summary is displayed as follows:

Table 7.3: A summary of Yiner's L3 motivational trajectories

	The first interview	The second interview	The third interview
Ideal L3 self	French is important to my future.	French will be the focus of my life in the future.	I want to be a French-Chinese interpreter. That's what I am struggling for now.
Ought-to L3 self	My parents have high expectation of me.	I can't disappoint my parents.	I really can't disappoint my parents.
L3 learning experience	/	My French is poor. I need to work harder.	I am not very confident in my French learning. I need to work harder.
			

After the intervention, there was still no significant difference between Jinqing's and Yiner's ideal L3 self. Like Jinqing, Yiner still stuck to a future of using the L3 to find a good job. This indicates that even without the intervention, it was also very likely that Jinqing might have maintained her original ideal L3 self, just like Yiner. Therefore, the effect of the intervention on Jinqing's ideal L3 self was limited.

7.3.3. A short summary

Jinqing's L3 motivational trajectory could also be viewed as a process of exploring her personal meaning of learning the L3, which involved complex communication between her future L3 selves and current learning experiences. Whereas her ought-to and ideal L3 selves functioned as important criteria in her reactions to contextual influences and her evaluation of her current learning experiences, the latter in turn provided the basis for her to specify her ideal L3 self. During this interaction, Jinqing was firm in her belief about the role of the L3 in her future life. However, she seemed to doubt whether the learning the L3 well was within her capacities based on her current L3 learning experiences. The short summary is presented as follows:

At the initial stage, Jinqing was mainly motivated by her ideal L3 self, L3 learning experiences and ought-to L3 self, as shown in Figure 7.4. In particular, due to her family background, she had a strong sense of responsibility to support her mother and was in fear of not being able to earn money in the future.

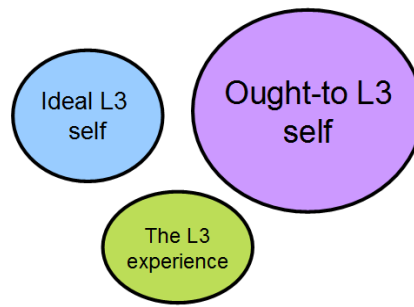


Figure 7.4: *Jinqing's L3 motivation at the initial stage*

During the learning process, Jinqing continued to maintain her future L3 selves but her belief in her L3 learning competence was severely challenged.

- Probably due to her family background, Jinqing sustained a strong ought-to L3 self (represented by the purple circle), which might also have contributed to her strong determination to maintain her ideal L3 self (represented by the blue circle), namely, to find a well-paid job on the basis of having learnt an L3.
- However, based on her ongoing learning experiences, Jinqing became aware that finding a good German-related job was not easy, which drove her to explore how she could realise her ideal L3 self. By learning from her teachers' past learning trajectories, she finally set a specific goal as a way to actualise her ideal self, namely, being a top student, indicating the specifying of her ideal L3 self.
- Jinqing's increasing awareness of the difficulty of realising her ideal and ought-to L3 selves and her goal of being a top student in turn played a role in her evaluation of her language learning experiences. For example, her self-efficacy beliefs in her German learning constantly lowered, as it was not easy to reach the high requirement she set for herself (represented by the green circle).

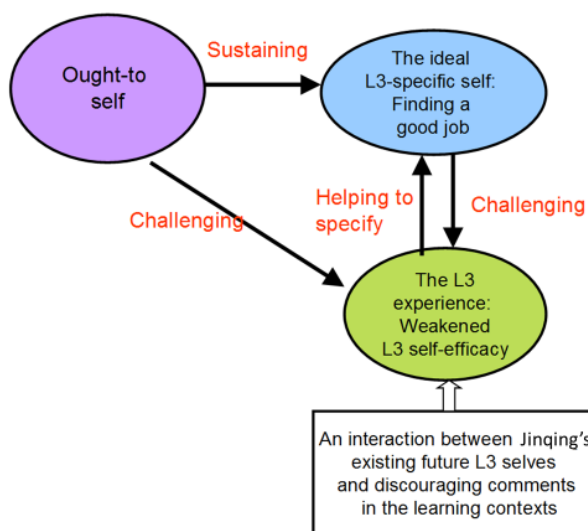


Figure 7.5: *Jinqing's L3 motivational trajectory at the later stage*

7.4. The third type of L3 majors' motivational trajectory

Unlike their peers, learners of the third type (five learners) experienced a significant decrease in their L3 motivation throughout the learning process, both in terms of L3 experience and future L3 selves. Qianyi was selected for in-depth analysis of this type of L3 major.

Qianyi was enthusiastic and open, always very willing to share her stories of L3 learning with me. When talking about her reason for selecting German as a major in the first interview, Qianyi jokingly told me that speaking a lesser-known language was 'cool' and could 'make the CV shine', indicating her beliefs in the L3 as a distinctive linguistic asset. However, Qianyi's optimism about her L3 learning at the initial stage was not maintained. Unlike Yi and Jinqing, Qianyi did not develop a stronger ideal L3 self, probably due to her unsatisfactory academic performance, which severely threatened her confidence in her future. This situation rendered her trapped in a vicious cycle whereby her L3 experiences raised in her doubts about her future, which, in turn, caused her to feel frustrated about her current learning. Even the intervention was not able to help her get rid of such a dilemma. In the following part of this case, I will explain how such a disappointing interaction between Qianyi's ideal L3 future and current learning experience led to the continuing decline in her L3 motivation.

7.4.1. Qianyi's motivational trajectory before the intervention

7.4.1.1. Qianyi's motivation at the initial stage

'Enjoying learning German' and 'aspiration to use German in the future' emerged as two important motivational constructs in explaining Qianyi's motivation at the initial stage. Specifically, when talking about her L3 motivation in the first interview, Qianyi regarded 'interest' as an important factor and she happily shared with me her curiosity about German philosophy and the automobile industry. Moreover, Qianyi also aspired to a future in which she would apply German widely in her life, including reading literature in the German language, applying for postgraduate programme in Germany and finding a German-related job. 'German will be the most important part of my identity', said Qianyi, 'the very thought of speaking fluent German in the future makes me full of energy to learn this language.' In short, both her enjoyable learning experiences and her ideal L3 self significantly contributed to her L3 motivation at the initial stage.

Interestingly, although Qianyi did not emphasise the role of external pressure in her L3 motivation, she nevertheless admitted the need to 'strictly follow course requirements' motivated her to constantly put effort into the learning of German, especially when she was 'not in a good mood to focus on studying'. This suggests that Qianyi's ought-to L3 self also constituted part of her L3 motivation at the beginning.

7.4.1.2. Less motivating L3 learning experience: Constructed contextually and temporally

Although Qianyi was greatly interested in learning German at the beginning, such enthusiasm began to decrease from the second interview onwards, mainly due to her lowered confidence in learning the L3 well. Specifically, similar to Jinqing, in the second interview, Qianyi told me that she was 'terribly disappointed' at her current L3 learning and regarded herself as 'particularly poor at listening or speaking', which was a sign of her shaken belief in her competence to learn the L3.

The immediate reason for the slump in Qianyi's self-efficacy with respect to L3 learning was tied to her unsatisfactory performance in her mid-term examinations in which her marks were

below average, which, according to her, was ‘a huge blow’ to her confidence in her ability to learn German.

In addition to the examination, another reason that accounted for Qianyi’s dissatisfaction with her L3 learning was probably her awareness that ‘being a good L3 learner’ was important if she were to ‘make full use of the L3 in the future’. Like Yi and Jinqing, Qianyi learnt from her surroundings that the L3-related job vacancies were limited and only ‘good students’ could have plenty of opportunities. This situation exacerbated Qianyi’s dismay at her current L3 learning. She professed, for example:

To be honest, I am not the kind of student who looks highly upon their rankings in the exams, especially considering that our university is quite good and my classmates are all competitive. But the problem is that my dream is to use German in my future career, for example working in a German company. I really hope that I could succeed. So I think that’s the main reason that I am so disappointed at myself now.

This excerpt clearly reveals that compared to the rankings in the examinations, Qianyi’s criteria for evaluating her L3 learning performance were more closely tied to whether her current achievement could enable her to realise her ideal L3 self. Unfortunately, as her performance in the mid-term examinations did not meet such criteria, Qianyi was disappointed with herself, leading to a lowering of self-efficacy beliefs.

Notably, though Qianyi was not as confident in her L3 learning as before, her motivated behaviours were not negatively affected after the mid-term examinations. In fact, she worked harder to reduce the perceived discrepancy between her ideal self and current learning state. For example, she was more eager to ask teacher questions after class, looking for extra exercises to practise her listening skills and putting more effort into reciting texts²⁵. She even showed me her examination paper and discussed the mistakes with me in the hope of finding a way to improve her German.

Despite her efforts, however, her grades in the final examination of the first term were still very disappointing. In the face of the widening discrepancy between her ideal L3 future and her current academic performance, Qianyi’s confidence in her capacity to learn German collapsed, which severely dampened her L3 motivation. In our third interview, Qianyi told me she was very tired of pushing herself to learn German every day.

²⁵ Based on teachers’ requirements, all the texts the students learnt in class should be recited.

I am too tired. Every day I am immersed in the memorisation of vocabulary and texts. But I still cannot make any progress. I cannot catch up with my peers. The feeling of having no control over my learning is so bad. (...) To be honest, I am less motivated than before

Therefore, the situation of being incapable to ‘make progress’ and ‘catch up with peers’ severely undermined Qianyi’s L3 motivation. Class observation and journals also revealed that Qianyi became less active in class and could not finish all of her homework on time in the second term. Notably, Qianyi again mentioned that her hope to compete with her peers was not mainly for self-esteem but for her ‘future’, which meant the inability to realise her ideal self was the primary reason that accounted for her frustration with her current learning.

It is also interesting to note that Qianyi actually reported that her interest in German culture increased, as she began to feel deeply interested in German literature. However, when I asked whether such interest increased her motivation to learn German, she shook her head and answered, ‘Sadly, no. The very thought of my German learning gives me a headache.’ Therefore, the widening gap between her original ideal L3 self and her current learning performance made her overwhelmingly frustrated with her L3 learning experiences, which even spoiled the enjoyment she felt from reading German literature,.

In short, Qianyi learnt from her contexts that to realise her ideal German future was not easy, which meant that she should learn German very well during her current L3 learning. However, her learning achievements were far below her expectations, which severely undermined her self-efficacy beliefs in her L3 learning. Such a complex interaction between Qianyi’s original ideal L3 self, learning performance and the contextual influences made her current L3 learning experiences highly disappointing.

7.4.1.3. Weakened ideal L3 self : Influenced by frustrating L3 learning experience

While Qianyi’s ideal L3 self contributed to her frustration with her current learning, such disappointing experience also hindered the development of her ideal L3 self. As mentioned before, Qianyi was initially very enthusiastic to use the L3 in the future. However, such imagination was challenged in the second interview. For example, she told me that she was not

‘so confident’ that the L3 could be used in the future due to her ‘disappointing L3 performance’.

Qianyi’s ideal L3 self became even weaker in the third interview. She told me that she regarded the possibility of finding an L3-related job very bleak because she ‘was not good enough’. The following excerpt illustrates this situation:

To be honest, I don’t even believe I could use German in the future. I am not good enough but the competition for an L3-related job is so severe. So I am really perplexed over my future.

Therefore, based on her L3 experiences, she gradually lost confidence in realising her original ideal L3 self. At the end of our third interview, Qianyi told me that she was ‘at a loss’ when thinking about the future, indicating the severe weakening of her ideal L3 self.

It is nevertheless notable that though Qianyi was complaining about the difficulty in using the L3 in the future, she did not really mean that the L3 would be of no value for the future. But placing the L3 only in a peripheral position in her future life caused Qianyi to feel that her four years of effort had been worthless and therefore she could not motivate herself to put more effort into learning German. My conversation with Qianyi displayed this situation:

I: Do you still think German could be part of your life in the future?
Qianyi: Yes, of course, it is useful. I can read German books, reading German news or have a short conversation with German people. But those things did not require four years’ effort. Ah, I think that’s why I don’t have motivation. What German could bring to me was not worthy of learning it very hard for four years. But what I think deserved my effort can hardly be realised.

It could be inferred from this excerpt that being an L3 major, Qianyi focused on the instrumentality of the L3. When she gradually realised that such opportunities were very limited, she could not find a niche to re-position the L3 in her future life. As a result, her ideal L3 self became less motivating.

7.4.1.4. Qianyi’s ought-to L3 self

Like Yi in the first case, Qianyi did not have a very strong ought-to L3 self. Throughout all the three interviews, when talking about external pressure, she only regarded ‘following teachers’ instruction’ as part of her duty. ‘It is always the duty of a student to listen to their teachers,’ said Qianyi.

However, although Qianyi did not report any other source of ought-to L3 self during the interviews, she nevertheless admitted that ‘the duty to finish homework’ became a more important part of her L3 motivation in the third interview. After being perplexed about her future, Qianyi told me that her ‘primary motivation’ to learn German came from ‘the duty to follow teachers’ instructions.’ Therefore the decline of Qianyi’s ideal L3 self seemed to cause her to be more externally motivated.

7.4.2. The effect of the intervention on Qianyi

Qianyi also evaluated the intervention as ‘unhelpful’. The main reason was found to be that the intervention was not able to help her solve the primary problem that prevented her from developing her ideal L3 self.

As previously mentioned, Qianyi mainly focused on the instrumentality of the L3 in finding a better job for her in the future, which was nevertheless perceived as very difficult and nearly beyond her capacities. The intervention, however, was unable to build up her confidence so that she could find an L3-related job in the future. In fact, the examples from graduate students even firmed Qianyi’s belief that she ‘was not good enough’, as she regarded those who successfully used the L3 for career development as ‘too excellent to be learnt from’.

I: How about the stories told by in the intervention. Did those stories motivate you a bit?

Qianyi: Eh, they are too excellent. For example, the one who worked as a German interpreter used to be the top students in class. But, you know, I am not.

Therefore, Qianyi evaluated herself as not being able to learn German as well as those graduate students who were used as examples in the intervention, which compromised her confidence in her ability to have a similar future and resulted in the ineffectiveness of the intervention.

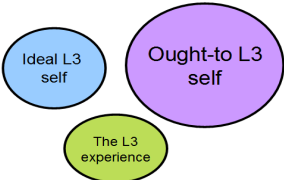
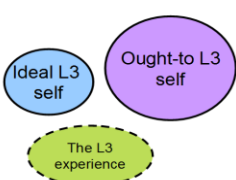
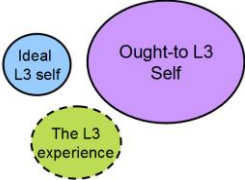
Comparison with participants from control group

No significant differences were identified between Qianyi and her counterpart in the control group, Yiqin. These two participants exhibited very similar motivational trajectories both before and after the intervention.

Like Qianyi, Yiqin’s L3 learning experiences were disappointing as expressed in the second

interview and severely threatened her confidence in realising her ideal L3 self in order to have a competitive edge in the job market. In the third interview, Yiqin told me she thought she might need to apply for a second degree in other majors so as to find a new competitive advantage for herself in the future, indicating her disillusion with her ideal L3 self. A summary is presented as follows.

Table 7.4: A summary of Yiqin’s L3 motivational trajectories

	The first interview	The second interview	The third interview
Ideal L3 self	I hope I could use the L3 in the future.	I had been too idealistic about future previously.	Probably I should change my major.
Ought-to L3 self	It’s my major so I have to learn it well.	It’s my major so I have to learn it well.	Teachers’ push became my main motivation.
L3 learning experience	I am really interested in French literature!	/	Learning grammar and vocabulary every day is too boring.
			

No obvious increase in Yiqin’s L3 motivation could be observed in the fourth interview. Like Qianyi, she was still frustrated with her L3 learning and her confidence in integrating the L3 into her future had lowered. Based on such a comparison, it suggests that was very possible that the effect of the intervention on Qianyi was limited.

7.4.3. A short summary

The formation of Qianyi’s motivational trajectory could be viewed as a dynamic construct which developed based on the constant interplay between her ideal L3 self and current learning experiences. However, as the gap between her ideal L3 self and her current learning experiences became widened during her learning process, Qianyi found it hard to identify a suitable position for the L3 in her self-identification, leading to the decrease in her L3 motivation.

Specifically, at the initial stage, Qianyi was mainly motivated by her ideal L3 self, L3 learning experiences and ought-to L3 self, as displayed by Figure 7.6.

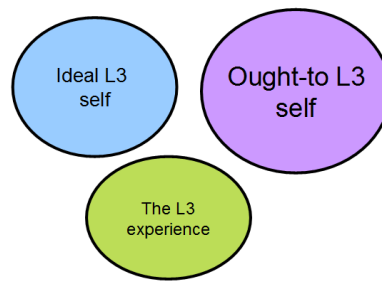


Figure 7.6: *Qianyi's L3 motivation at the initial stage*

During the learning process, however, Qianyi's interaction with her situated contexts severely shook her confidence in learning the L3 and hindered the development of her ideal L3 self (see Figure 7.7).

- Like Jinqing, Qianyi realised that her ideal L3 self was difficult to achieve and required high L3 proficiency. However, her examination in the mid-term had threatened her confidence in her ability to be 'a good student' in the class, contributing to a decrease of her self-efficacy in the L3 learning.
- Such reduced self-efficacy had also undermined the development of her ideal L3 self and she began to doubt the feasibility of realising her ideal future self.

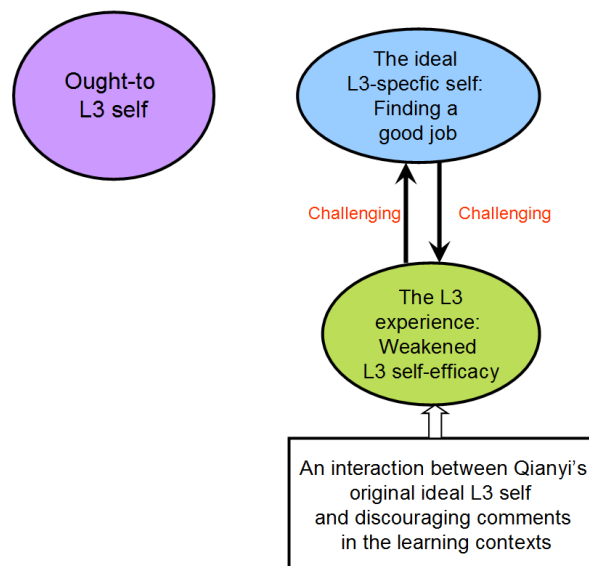


Figure 7.7: *Qianyi's L3 motivation at the later stage*

7.5. Summary

In this chapter, individual cases were analysed to investigate the formation of three types of motivational trajectory. Findings suggest that L3 majors' L3 motivation was formed based on a dynamic interaction between their future L3 selves and current learning experiences. On the one hand, from a longitudinal point of view, learners' existing future L3 selves, primarily their ideal L3 selves, functioned as an important internal framework that helped learners to interpret and interact with their contextual influences, through which they formulated their L3 learning experiences. On the other hand, their ongoing learning experiences might also have prompted learners to re-evaluate the feasibility of realising their original ideal L3 selves and probably contributed to revision of the latter. It is through this process that these learners negotiated the position of the L3 in their self-identification and formed their L3 motivation.

Specifically, choosing to major in an L3 made these learners put the L3 in a crucial position in their future lives from the very beginning of their L3 learning. In particular, they regarded the L3 as their most important competitive advantage for future professional development. However, based on the warning from their teachers and senior students, these learners soon realised that finding a good L3-related job, such as being an interpreter or L3 teacher, was not as easy as they expected, which pushed them to enhance their requirement for their current L3 learning and thereby posed severe challenge to their self-efficacy. This explained why temporary or sustaining lowering of L3 learning self-efficacy could be identified in all three types of motivational trajectories. It was only when some learners developed an ideal multilingual self as a complement to their ideal L3 selves (the first type) that their low self-efficacy beliefs were resumed. The other students who stuck to their original L3 selves, however, were likely to constantly lower their self-efficacy, leading to temporary fluctuations (the second type) or constant decline (the third type) in their L3 motivation. Therefore, these learners' existing ideal L3 selves influenced the way in which they reacted to their contexts and formed their L3 learning experiences.

On the other hand, their ongoing learning experiences may also push learners to re-evaluate the plausibility of realising their original ideal L3 selves and probably contributed to revision of their ideal L3 selves. As the data illustrated, after recognising the difficulty of realising their initial ambition, all the learners underwent a process of looking for a suitable position for the

L3 in their future lives based on their accumulated language learning experiences. A handful of learners (the first type) who had multilingual experiences were willing to embrace an ideal multilingual future in which the L3 was regarded as valuable for expanding their linguistic and cultural repertoires. Others (the second type) who stuck to their original future L3 selves established higher academic goals as a way to realise their aspirations based on their observation of the ‘successful L3 learners’ in their context. The last type of learners, however, neither had willingness to revise or stick to their original L3 self, which made them at loss about the value of learning the L3 for their future.

Another point worth mentioning was that the majority of these L3 majors looked highly upon the instrumental value of the L3 in their future, which to some extent resulted in their indifference to the idea of ‘being multilingual’. Even after the intervention, only learners of the first type identified the value of being multilingual. One problem might be that the value of ‘being multilingual’ was highly abstract, whereas its tangible instrumentality was not obvious.

In short, in the case of L3 majors, their ideal and ought-to L3 selves were in a closer interplay with their current learning experiences, through which they looked for the suitable position of the L3 in their self-identification and formed their L3 motivational trajectories.

Chapter Eight

Constructing Learners' L3 selves: A Theoretical Discussion

This chapter presents a discussion of Chinese learners' L3 motivation based on the findings presented in the previous three chapters. The first focus of this chapter is on the theorisation of L3 motivation. From a self perspective, this study argues that learners' L3 motivation was generated on the basis of the construction of their L3 selves. Specifically, a dynamic model of learners' L3 selves was proposed to conceptualise L3 motivation.

Based on the proposed model, this study further suggests that when L3 learners can achieve 'continuity' between their current learning experiences and future L3 selves, they are more likely to sustain and improve their L3 motivation. Interestingly, findings of this study suggest that the construction of multilingual selves might be particularly helpful for learners to achieve the continuity between their future selves and current learning experiences. However, the development of a multilingual self seems to require learners' awareness of the interactions between languages and recognition of the symbolic value of language in this globalised world.

Moreover, a question of whether learners' ideal L3 selves could be constructed through classroom intervention will be discussed. In particular, introducing near-peer role models was found to be useful in building up non-major L3 learners' ideal language self, including their ideal multilingual selves.

The chapter is divided into four sections. The first section discusses the formation of learners' L3 motivational trajectories based on the theoretical framework of L2 Motivational Self System. At the end of this section, a dynamic model of learners' L3 selves is proposed. On the basis of this model, I will argue in the second section that achieving continuity between learners' future L3 selves and current L3 learning experiences was essential to help learners to sustain their L3 motivation, and recognising the value of being multilingual is important to achieve such continuity. The third section, accordingly, focuses on the construction of learners' multilingual selves, followed by a discussion of the effect of the intervention in the last section.

8.1. The construction of learners' L3 motivational trajectories

Framed by the L2 Motivational Self System, this section firstly summarises learners' L3 motivational trajectory from the perspective of the ideal L3 self, ought-to L3 self and current L3 learning experience. This is followed by a discussion of how these trajectories developed with a particular focus on the interplay between learners' current L3 learning experiences and their future L3 selves. A dynamic model of L3 selves is proposed at the end of this section.

8.1.1. A summary of learners' L3 motivational trajectories

This section begins with a brief summary of the six types of motivational trajectory identified from the findings. Further explanation and discussion of learners' ideal L3 selves, ought-to L3 selves and L3 learning experiences follow subsequently. Specifically, three different motivational types were identified among the English majors who learnt the L3 as a required subject.

- *Type One:* Learners demonstrated the characteristics of this type generally increased their L3 motivation throughout the learning process, both in terms of ideal L3 self and current L3 learning experience.
- *Type Two:* Learners of this type developed deeper engagement with L3 language and culture in the course of the learning process. However, their self-efficacy diminished and their ideal L3 selves became weaker.
- *Type Three:* This type of learners' L3 motivation showed a downward trajectory, either in

terms of ideal L3 selves or current L3 learning experiences.

Similarly, L3 majors' L3 motivation also showed three different patterns.

- *Type One*: Learners whose data generated this category developed their ideal L3 selves and improved their current L3 learning experiences throughout their L3 learning, strengthening their L3 motivation.
- *Type Two*: Learners of this type strengthened their ideal L3 selves in the process of learning, but their self-efficacy in relation to their current L3 learning declined, imposing complex influence on their L3 motivation.
- *Type Three*: These learners' L3 motivation declined during the year, either in terms of learners' ideal L3 selves or current L3 learning experiences.

8.1.1.1. The ideal L3 self: A 'shining' future identity or an unrealistic ambition

Findings suggest that the ideal L3 self constituted an important part of the learners' L3 motivation. As revealed by the findings, learners who maintained an ideal L3 self were more likely to continuously put effort into learning the L3. This suggests that similar to the case of English learning (e.g. Lamb, 2013; You & Chan, 2015), learners' ideal language self also significantly influenced their motivation to learn an L3.

It is also notable that both English majors and L3 majors reformulated their ideal L3 selves over the course of learning. While the majority of them looked upon the L3 as an additional advantage for them in a globalised world at the initial stage, some of them strengthened such ambitions, but others gave up. This led to differences in their motivational trajectories, as briefly summarised as follows:

Table 8.1: A summary of learners' ideal L3 selves

	Ideal L3 Self	
	L3-specific	Multilingual
English majors		
The first type	Weakening	Strengthening
The second type	Weakening	Vague
The third type	Weakening	Vague
L3 majors		
The first type	Strengthening	Strengthening
The second type	Strengthening	Vague
The third type	Weakening	Vague

At the initial stage: Ambition to be 'more globalised' by learning an L3

At the initial stage of fieldwork, both English majors and L3 majors regarded their ambition to integrate the L3 into their future lives as part of their L3 learning motivation, as they thought that being able to speak a lesser-known language in China could distinguish them from their peers. For example, according to the data from the open questionnaire and the first round of interviews, many English majors regarded the L3 as their special linguistic asset, which could bring them unexpected opportunities in the future. This situation was even more obvious in the case of L3 majors. For instance, when asked why they had chosen to learn the L3 as the major, of 13 interviewees, 12 believed that an L3 could make them 'special' in the future. Such a result echoes with the finding of Siridetkoon and Dewaele' (2017) study which revealed that learners' L3 motivation might be related to their aspirations to grasp the unique opportunities afforded by an L3.

Notably, learners' beliefs about the distinctive value of the L3 were tied to their recognition of the possible importance of foreign languages in a globalised world. Of all 27 interviewees, 12 L3 majors and seven English majors mentioned in our first interview that in light of the trend of globalisation and the growing importance of transnational cooperation, learning an L3 might bring them more opportunities for personal development in the future and help them to be 'more globalised'. Similar results can also be found in other studies. For example, Lanvers (2016) found that UK learners' motivation to acquire foreign languages was partly related to their aspirations to participate more effectively in a globalised world.

Such results suggested that my participants' L3 motivation was related to their desire to be 'more globalised' than their local peers in a globalised world where a foreign language has gained increased significance. To be more specific, on the one hand, their ideal L3 selves were associated with their intention to integrate into the international community, in other words, their 'international posture' (Yashima, 2009). On the other hand, in addition to their 'international posture', which was defined by Yashima (2002:57) as 'interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or a non-ethnocentric attitude toward different cultures', my participants clearly expressed their desire to be 'special' in China by learning a foreign language other than English. This indicated that my participants' ideal L3 selves could not be simply captured by their 'international posture' but also their recognition of the L3 as an additional linguistic capital (Bourdieu, 1977) which could help them stand out in China against the backdrop of globalisation.

Interestingly, when explaining how the L3 could make them 'more globalised', learners mainly focused on the 'instrumentality' of the L3 in their future. This was evident in the case of L3 majors, as their ideal L3 selves were primarily related to their future career prospects, for example, being a Chinese-L3 translator or an L3 teacher. The situation in the case of English majors was more complex, as learners not only regarded the L3 as their possible competitive advantage in the job market but also as a way to 'broaden their horizons'. However, it seemed that the former was more vividly envisaged, as learners were able to illustrate a few possible ways to integrate the L3 into their professional development, but were generally unable to explain explicitly about how the L3 would broaden their horizons.

Notably, the finding that language learners related the value of learning a language to their personal development, especially professional development, is not uncommon in a Chinese context. In Gao et al.'s (2013) study, which investigated Chinese undergraduates' English learning motivation based on data from students across all year groups at five universities, learning English for career advancement was identified as one of the most important motivational constructs. This indicates that the instrumental value of a language might be highly looked upon in a Chinese context.

The difficulty in sustaining the instrumentally oriented ideal L3 self

Despite learners' ambition to 'be globalised', follow-up observation and interviews revealed that the sustaining and developing of such an ambition was not an easy undertaking. For example, the majority of English majors soon realised that the instrumentality of the L3 with respect to finding a good job was limited in China. In these circumstances, the majority of English majors (the second and third types) almost gave up their ideal L3 selves by the end of my fieldwork.

In comparison, many more L3 majors maintained their aspiration to integrate the L3 into their future, but the process was full of challenges. Specifically, these learners also gradually realised that the L3 might not be as 'useful' as they had expected. However, being L3 majors, they could not easily give up their ideal L3 selves; rather, they had to work harder and struggled for higher L3 proficiency in order to meet the stiff competition in the future. Some learners (Type Three) lost confidence in themselves by the end and became uncertain about their future, whereas others (Type Two) kept their ambition alive but their self-efficacy in relation to their L3 learning diminished, which will be explained in more detail when I discuss learners' current L3 learning experiences.

The development of ideal multilingual self

Notably, a handful of learners (the first type), both English majors and L3 majors, were able to discover new value in the L3 throughout the learning process. Rather than only focus on the tangible 'benefits' that an L3 could bring to them in the future, for example, finding a better job, they recognised the importance of the L3 in cultivating their overall linguistic and cultural awareness. In other words, they gradually developed an ideal multilingual self in which the L3 was regarded as way to expand learners' linguistic repertoire (Henry, 2017; Ushioda, 2017). Through this process, they kept their ambition to integrate the L3 into their future lives alive. Therefore, aligned with Henry's (2017) argument, this study found that the ideal multilingual self can be an important part of learners' L3 motivation.

In sum:

- At the initial stage, the majority of L3 learners had the ambition to integrate the L3 into their future, mainly due to their recognition of the potential value of learning an L3 in an

increasingly globalised world.

- The majority of learners looked upon the instrumental value of the L3, especially for professional development, which was nevertheless not easy to sustain.
- A few learners developed ideal multilingual selves, which helped them to sustain and strengthen their L3 motivation.

8.1.1.2. The ought-to L3 self: Mainly related to course requirement

In this study, learners' ought-to L3 selves were also found to play an important role in constructing their L3 motivation. As revealed in the findings, nearly all the L3 learners regarded their sense of obligation to learn the L3 as part of their L3 motivation from the beginning to the end of my fieldwork, as displayed in the following table.

Table 8.2: A summary of learners' ought-to L3 selves

	The ought-to L3 self
English majors	
The first type	Remaining stable
The second type	Remaining stable
The third type	Remaining stable
L3 majors	
The first type	Remaining stable
The second type	Remaining stable but very strong
The third type	Remaining stable

Notably, the majority of learners' ought-to L3 selves were found to be closely related to learners' sense of obligation to conform to teachers' instructions or course requirements. A review of literature suggests that such motivation concerning students' conformity to teachers' expectations is not unusual in an Asian context. For example, Gao et al (2013) found in their study that the desire to meet course requirements constituted an important part of Chinese undergraduates' English learning motivation. Similarly, Warden and Lin' (2000) study also suggests that Asian students' English learning motivation is intimately tied to their sense of duty to fulfil teachers' expectations and they conceptualised this motivational construct as 'required motivation'. The reason for this situation might be partly attributed to those features of Chinese society, especially its educational system, which are profoundly influenced by Confucianism and require students to conform to their teachers' instructions and cultural norms (Hofstede, 1984). Specifically, Hofstede (1984) points out that Confucius holds the similar

status in China as that held by Socrates in the West. Focusing on practical ethics, Confucius emphasised on that junior members of the society owe respect and obedience to senior members, for example, their teachers or elder family members. In light of this argument, it is not hard to understand that the majority of my participants regarded it as their responsibility to follow teachers' requirements. However, in my study, parents' expectation or pressure was not identified to have significant influence on the formation of learners' ought-to L3 selves, especially in the case of English majors, though this factor was identified as crucial for shaping language learners' motivation in previous study (e.g. Taguchi et al, 2009). One possible explanation might be that for English majors, the L3 learning was regarded as a minor subject which might not be highly looked upon their parents. For example, four of my participants told me that their parents even did not know they were learning an L3 and therefore would not have any expectations for them in this aspect. Therefore, without the pressure from their family, these English majors' ought-to L3 selves seemed to be mainly related to the expectations from their teachers.

However, as this study revealed, the external pressure from broader social contexts for learning the L3 appeared to be weak, as there seemed to be no consensus on whether it was important to learn an L3 in China. This situation could be obviously identified in the data concerning English majors. Although they hoped to use the L3 as a competitive edge in the future, none of them regarded it as necessary to be able to use the L3 after the completion of the L3 course. According to them, due to the existence of English as a global language, not knowing an L3 would not be an obstacle for them to participate in a globalised world. This result is consistent with Dörnyei and Al-Hoorie' (2017) argument that unlike English whose value in this globalised world is undeniable, the necessity of learning an L3 is much less obvious.

8.1.1.3. The L3 learning experience

Findings suggest that learners' current learning experiences also contributed to changes in their L3 motivation. In particular, two types of L3 experiences were found to significantly influence learners' L3 motivational effort, namely, whether they could develop an interest in L3 language and culture or accumulate enjoyable multilingual experiences, and whether they could develop self-efficacy with regard to L3 learning. A brief summary is presented as follows.

Table 8.3: A summary of learners' L3 learning experiences

	L3 learning experience	
	Interest in L3 culture or being multilingual	Self-efficacy
English majors		
The first type	Strengthening	Strengthening
The second type	Strengthening	Weakening
The third type	Weakening	Weakening
L3 majors		
The first type	Strengthening	Strengthening
The second type	Not sure	Weakening
The third type	Weakening	Weakening

Learners' closer engagement with L3 language and culture

Firstly, findings suggest that whether learners could develop a deeper interest in the L3 language and culture in the course of their interactions with their contexts significantly influenced the formation of L3 motivation. For example, learners who formed the first and second type of L3 motivation trajectory and the first type of L3 majors all enhanced their L3 motivation when they reacted positively to teachers' introduction of L3 culture and cultivated their interest in the L3 language and culture. This result is in accordance with those of previous research (Busse & Williams, 2010; Gao, 2009; McEown et al., 2017; Yu, 2010), indicating that learners' positive attitudes towards the L3 language and culture still influence their L3 motivation. Such findings also suggest that language L3 learners' intrinsic motivation (Deci & Ryan, 1985) played an important role in motivating them to learn the target language.

Nevertheless, it should be mentioned that learners' deepened interest in the L3 culture could not be easily equated with 'integrative motivation' (Gardner, 1985), as none of these learners intended to integrate into the L3 community; rather, as the findings suggest, their interest increased because they found the L3 language and culture in accord with their personal interest, and therefore they experienced additional enjoyment in the course of their L3 learning.

Accumulated enjoyable multilingual experience

In addition to deepened interest in the L3 culture, some learners (the first and second type of English majors and the first type of L3 major) also increased their L3 motivation by

accumulating enjoyable multilingual experiences, for example, identifying the differences and similarities between languages when engaging in language-related activities. It is nevertheless interesting to note that it seemed that it was the English majors who were more likely to accumulate such experiences. One possible explanation might be that English majors were more experienced in learning foreign languages. As mentioned before, participants who were English majors were from Year Three, whereas L3 majors were only in their first year. Therefore, even though English majors' L3-specific experiences might be limited, they had more experience of learning foreign languages, which, according to researchers (Thompson & Erdil-Moody, 2016), might have increased their sensitivity to the interactions between languages.

In short, learners who reported to have enjoyed the L3 learning, either by developing interest in L3 language and culture or in comparing and contrasting different languages, were found to increase their L3 motivation. This result aligns with Dewaele, Witney, Saito and Dewaele' (2017) study that language learners' positive emotion was beneficial for their language learning.

Learners' self-efficacy in L3 learning

Another important part that might have influenced the construction of their L3 motivation was learners' self-efficacy in relation to L3 learning. Nevertheless, in this study, the relationship between self-efficacy and learners' motivation seemed to be complex. Admittedly, the majority of learners (the second and third type of English majors and the third type of L3 majors) whose self-efficacy diminished were found to experience decreased motivation, aligned with existing research (e.g. Baumeister, 1999; Busse, 2013). However, this prediction could not be easily applied to the second type of L3 majors who sustained their motivation despite their low self-efficacy. In fact, although their lowered confidence put them under huge stress and they occasionally had a period of 'being de-motivated', in most cases, their dissatisfaction with their current learning was translated into harder work to improve their L3. One explanation might be related to their strong future L3 selves. Specifically, their future selves gave them motivation to shorten the discrepancy between their future and current states. However, when their self-efficacy lowered, the perceived discrepancy became wider than they had previously expected, which pushed them to work even harder than before. This situation seemed to support Dörnyei and Ushioda' (2011) argument that the construction of learners' motivation could not be simply explained by cause-and-effect relationship between specific motivational variables and learners' motivated behaviour, but was attributable to a complex interaction between different

motivational constructs.

It is also interesting to note that learners' self-efficacy was related to their perspective when evaluating their current learning performance. Specifically, for learners whose self-efficacy with regard to L3 learning was challenged, they seemed to be more likely to evaluate their L3 performance on the basis of whether they could make progress in terms of L3 learning faster when compared with other L3 learners. On the other hand, those who were relatively confident in their L3 learning seemed to be more ready to appreciate their own progress in learning the L3. Further analysis revealed that the reason learners selected certain perspectives when evaluating their current learning was related to the interaction between their existing ideal L3 selves and the information they obtained from their situated contexts. The details will be explained in the following sections.

Anxiety experienced by learners during their L3 learning

Anxiety experienced by learners during their L3 learning is another point needs discussion. Firstly, it was to some extent surprising that few English majors reported to feel anxious to learn the L3 well during the learning process. The reason might lie in that these English majors regarded the L3 course only as a minor subject and therefore their anxiety towards learning this language was limited. Comparatively, L3 majors were much more likely to experience anxiety during their L3 learning, in particular, in the case of the second type of L3 majors. It is nevertheless notable that the existence of anxiety did not necessarily compromise these learners' L3 motivation. On the contrary, L3 majors who constituted the second type even increased their L3 motivation in most cases after being exposed to higher pressure and experiencing greater anxiety. This result aligned with existing literature that anxiety might not negatively influence learners' language learning (Dewaele et al. 2017) and sometimes can even have facilitating effect on learners' language motivation (Dörnyei & Ryan, 2015).

L3 learning experience: Constructed contextually and temporally

Notably, the construction of learners' L3 learning experiences could not be simply attributed to personal factors or contextual influences, but based on individuals' interactions with their contexts. For example, learners who were more interested in language and culture or more eager to cultivate their interest in the L3 were more likely to positively react to their teachers'

introduction to L3 cultures and other language-related engagements, contributing to accumulation of enjoyable L3 learning experiences. In contrast, learners who had less interest in language and culture were more vulnerable to the increasing difficulty of the L3 course and became de-motivated more easily. Moreover, as mentioned before, learners' self-efficacy beliefs in relation to L3 learning were also tied to the interaction between their ideal L3 selves and contextual influences.

In sum,

- Learners' L3 learning experiences were constructed through learners' interactions with their contexts and contributed to changes in their L3 motivation. It was through this process that learners negotiated the position of the L3 in their self-identification.
- Learners who deepened their interest in the L3 language and culture or accumulated enjoyable multilingual experiences in the course of learning were more likely to enhance their motivation
- Learners' self-efficacy also influenced their L3 motivation and was related to the perspective from which they evaluated their current learning performance.

8.1.2. L3 motivation: Constructed by the interaction between future L3 selves and L3 learning experience

A deeper analysis revealed that learners' future L3 selves and L3 learning experiences did not exist in separation but mutually influenced each other, particularly in the case of their ideal L3 selves and L3 experiences. It was such interplay that significantly influenced the construction of learners' L3 motivational trajectories.

8.1.2.1. Learners' L3 learning experiences forming the basis for developing their ideal L3 selves

Findings suggest that learners' current L3 learning experiences significantly influenced the creation and elaboration of or disillusion with their ideal L3 selves. Firstly, learners with deepened interest in L3 language and culture were more willing to integrate the L3 into their future identities. Similarly, being interested in the interactions between languages was also necessary for learners to develop their ideal multilingual selves. Therefore, when learners were

more engaged with L3 learning, they were more likely to aspire to a L3 future. Theoretical support for this finding can be identified in the literature. For example, Soenens and Vansteenkiste (2011) suggest that individuals are likely to choose the identity options which are aligned with their personal interest when constructing their identities.

Moreover, increased confidence was also important for the strengthening of learners' aspirations to integrate the L3 into their future lives. For example, as shown by the example of the first type of both English and L3 majors, when these learners gained 'a sense of achievement' in their current L3 learning, they were more likely to believe that they had 'made the right choice for future' (in Yi's words). Therefore, learners' self-efficacy helped them believe in the feasibility of their future aspirations, which is in accord with the existing literature (e.g. Busse, 2013; Henry, 2015). In contrast, when learners' current L3 learning experiences raised questions about their ideal L3 selves, the latter were less likely to be sustained. For example, the main reason for the majority of English majors and L3 majors of the third type to be unsettled as regards their L3 aspirations could be attributed to their decreasing confidence in their current learning. Specifically, these learners gradually realised that although the L3 was less well-known in China, it was also less 'needed' in the job market. To survive the severe competition for L3-related jobs, they needed to achieve very high L3 proficiency. This situation made them become increasingly dissatisfied with their current L3 achievements, which, in turn, caused them to doubt their capacity to realise their ideal L3 selves.

In short, it was through learners' actual learning experiences that they explored whether their ideal L3 selves were in accordance with their personal interests and capabilities, which laid the foundation for the development of their ideal L3-specific or multilingual selves.

8.1.2.2. Learners' future L3 selves providing an appraisal framework to shape learners' L3 learning experiences

As an important part of learners' self-identification (Dörnyei, 2009), the ideal language self also provided an internal appraisal framework for learners' interactions with their situated contexts and construal of their L3 learning experiences. As suggested by this study, the perspective learners used to evaluate their current L3 learning experiences and to develop their self-efficacy was closely related to their existing ideal language selves. To be more specific, their evaluation of whether their progress was satisfactory was related to whether their current

achievement would make it feasible to realise their ambition. For example, learners whose ideal L3 selves were related to using the L3 for instrumental purposes were likely to set very high standard for their current learning performance, mainly because the limited L3 opportunities in China led to fierce competition to find an L3-related job. However, in light of such high standard, these learners might easily lose confidence. This might explain the obvious decrease of self-efficacy in L3 learning in the majority of my participants, both English majors and L3 majors.

In comparison, learners with multilingually oriented ideal selves were likely to experience an increase their current self-efficacy. As mentioned before, their aspiration was to deepen their cultural awareness and expand their linguistic repertoire, so they appreciated all the progress they had made in broadening their linguistic and cultural horizons and their self-efficacy improved more readily.

8.1.2.3. The interaction between learners' ideal and ought-to L3 selves

This study also suggested that learners' ought-to L3 selves might help to support the sustaining of their ideal L3 selves, as evidently revealed by the L3 majors from second type whose strong ought-to L3 selves were pushing them to stick to their ideal L3 selves. Moreover, L3 majors were less likely to give up their ideal L3 selves than English majors, probably because their identity as major students added to their sense of obligation to learn the L3 well and to stick to their initial ambition of using the L3 in the future. In contrast, as the majority of English majors did not regard being able to use an L3 as necessary for their future development and their ought-to L3 selves were only related to fulfilling course requirements, their ideal L3 selves seemed to be more likely to weaken when they encountered difficulties in learning the L3. This result aligned with previous research which suggested that the ought-to selves played a role in sustaining individuals' ideal selves (Oyserman, Terry & Bybee, 2002; You & Chan, 2015).

8.1.3. A dynamic model of L3 selves

Based on previous discussion, a dynamic model of L3 selves is proposed to theorise the temporal and contextual aspect of L3 motivation from the perspective of self, as displayed in Figure 8.1.

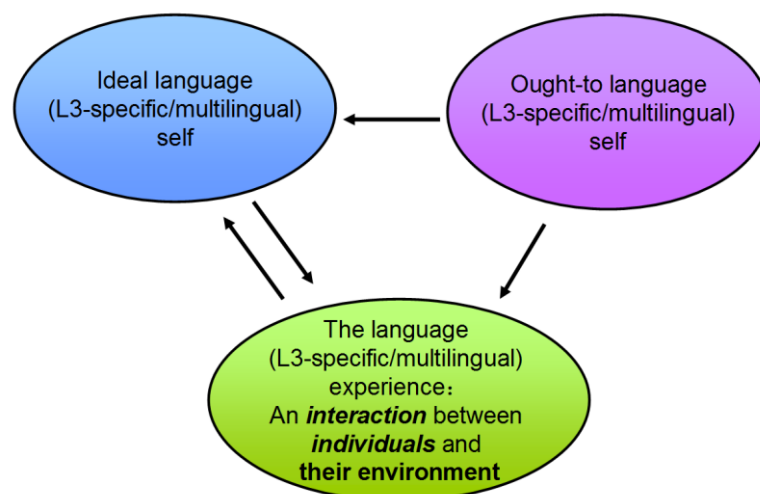


Figure 8.1: *A dynamic model of L3 selves*

- Firstly, the language learning experiences represents the part of learners' L3 motivation that they form through their ongoing interactions in their situated contexts, based on which learners explore the position of the L3 in their self-identification, for example, whether the L3 learning was within their personal interest and learning capabilities.
- This experiential aspect of learners' L3 selves further lays a foundation for them to construct or reconstruct their ideal L3 selves, based on the findings of this study. However, there was little evidence in this study that learners' current experiences supported the development their ought-to L3 selves, for example, obtaining a deeper understanding of others' expectations for their L3 learning.
- Learners' existing future L3 selves function as an internal appraisal framework which influences their interpretation of and reaction to their located contexts, leading to a retrospective effect on forming their ongoing learning experience.
- Lastly, as displayed in the case of a few L3 majors, ought-to language self may also contribute to the sustenance of their ideal language self, but no reverse effect has been identified in the present study.

It was through such recursive interaction between learners' current learning experiences and future L3 selves that learners negotiated the position of the L3 in their self-identification, identified their personal meaning of learning the L3 and formed their L3 motivation.

It should be noted that this model aims to conceptualise L3 motivation at a theoretical level but not to summarise the formation of every learner's L3 motivation. Therefore, not all the learners

will go through all the interactions shown in this model, especially those who do not have or only have a very vague ideal L3 self.

Moreover, some limitations of conceptualising L3 motivation from a self perspective should be admitted. Although the L2 Motivational Self System provided an explanative framework for the present study, I admit that it has a sharp focus on individuality when conceptualising language motivation, which might render the social and cultural aspect of motivation not being directly addressed. For example, Lanvers (2017) pointed out that the values rooted in the specific culture and beliefs held by the whole society may land profound impact on the formation of language learners' motivation. However, with a specific focus on individuality, a self perspective might not fully address such macro influences on shaping language motivation. Therefore, future research might need to further explore how to research language motivation by looking into both the individual and social aspect of language motivation.

8.2. Sustaining L3 motivation based on the dynamic construction of learners' L3 selves

8.2.1. Achieving 'continuity' between future L3 selves and L3 experience

Based on the findings, it is suggested that learners' L3 motivation was more likely to have in an upward trajectory when their current L3 learning experiences were continuously linked with their future selves during the dynamic construction of their L3 selves. This means that learners' L3 learning experiences could help them to project an ideal L3 self, whereas the latter provided an appraisal framework in which these learners could evaluate their current L3 learning as in accord with their personal interests and capabilities.

For example, with regard to English majors, it was only the first type of English major who displayed an obvious upward L3 motivational trajectory, as their current L3 learning experiences and future L3 selves interacted in a mutually beneficial way. On the one hand, they showed enhanced interest in the L3 and accumulated enjoyable multilingual experiences, which confirmed that the L3 learning was in accord with their personal interest and contributed to building up their image of the possible pleasant experience of using the L3. Moreover, their increased self-efficacy with regard to the L3 strengthened their belief in their competence to learn the L3 well and accordingly boosted their aspiration to integrate the L3 into their future

plans. On the other hand, their developing ideal multilingual selves helped them to appreciate the progress they made in the L3 learning. Through such mutually beneficial interactions, these learners discovered that ‘being multilingual’ provided a link that could contribute to the continuity between their future selves and current experiences, on the basis of which they identified their personal meaning of learning the L3.

In comparison, the future L3 selves and current L3 learning experiences of other English majors seemed to be less continuous, which hindered the development of their L3 motivation in the long run. For example, in the case of the second type of learners, although they developed a deeper interest in the L3 culture, they became increasingly aware that to realise their ideal L3 selves, namely, to use the L3 in their future career, they had to achieve very high L3 proficiency to survive the harsh competition. However, as English majors, the time they spent on L3 learning was very limited, making it hard to achieve such a goal. Such discontinuities between the future and the present not only challenged their ideal L3 selves, but also harmed their self-efficacy beliefs in learning the L3 well, which made it hard for these learners to sustain their L3 motivation before the intervention.

The discontinuity was more obvious in the third type of learner. Despite their initial aspiration to use the L3 in the future, their current L3 learning experience made them realise that being an L3 user was neither in accord with their personal interests nor within their capability, which led to the decline of their ideal L3 selves and made them hard to recognise their personal value of learning an L3.

More fluctuations could be observed in the case of L3 majors, who needed more rounds of negotiation either to revise their ideal L3 selves or re-evaluate their current learning experiences before they could achieve any continuity in their sense of L3 selves. Specifically, they all experienced discontinuity in their L3 selves shortly after starting to learn L3. Being L3 majors, all the participants initially aspired to use the L3 in their future career. However, they soon learnt that due to the limited L3-related professional choices in China, they must achieve higher L3 proficiency than they had initially expected if they wanted to realise their original ideal L3 selves. This situation placed great pressure on their current learning and made them less likely to gain confidence from their L3 learning achievements. Therefore discontinuity emerged between learners’ future L3 selves and their present L3 learning experience. Nevertheless, some of them were able to resume continuity in the process of learning, whereas others were not.

The first type of L3 majors resumed such continuity by appreciating their multilingual experiences and accordingly developing their ideal multilingual selves. Through this process, these learners strengthened their belief in the value of the L3 for their future and gained confidence through the expansion of their linguistic and cultural repertoire during the actual learning process.

The situation of learners of the second type was more controversial. Specifically, when their future L3 selves were challenged by their current learning experiences, they adjusted their requirements for their current learning. As displayed by Jinqing's case, she set a higher standard for her current learning (e.g. being one of the top learners) and put more effort, with the result that she obtained higher scores in her current learning and thus her ideal L3 self remained feasible. Nevertheless, although her strong ideal L3 self caused her to regard her L3 learning as highly meaningful and motivating, her low self-efficacy suggested that she was not confident in her capability to learn the L3 well and that her L3 self was less temporally coherent than that of the first type of learners, which seemed to lead to occasional 'de-motivated' periods in her learning.

The last type, however, was not able to resume the continuity between their ideal L3 selves and current learning experiences. Although they might still hope to use the L3 in the future, their decreased self-efficacy in relation to L3 learning posed a severe challenge to their ideal selves.

In short, either for English majors or L3 majors, achieving 'continuity' between their future L3 selves and actual L3 learning experiences was essential for them to be able to identify their personal meaning of learning the L3. In fact, the importance of such continuity in developing learners' sense of self can be substantiated by existing literature. For example, Addis and Tippet (2008) point out that in the formation of identity, self-continuity stands out as a central problem, for example, how individuals form their present selves from past selves and how these existing selves lead to their future selves. Similarly, McAdams and McLean (2013) also emphasise individuals' inclination to maintain continuity across their past, present and future selves. Hence, in the process of attempting to integrate the L3 into their sense of self, learners needed to achieve a sense of continuity between the present and future L3 selves. When they succeeded, they were more likely to find a position for the L3 in the construction of their selves and developed their L3 motivation.

8.2.2. The importance of multilingual selves in achieving the continuity

Interestingly, as previous analysis suggests, learners with an ideal multilingual self were more likely to link their current L3 learning with their future aspirations in a continuous fashion. The underlying reason might be that the value of a specific L3 and that of being multilingual in a foreign language learning setting is different. Firstly, although the discussion of the influence of French or German in the Chinese context is beyond the scope of this study, it was evident that my participants could only identify limited opportunities to use the L3 in China based on the information they obtained from their surroundings. Most of these opportunities, such as communicating fluently with native L3 speakers, being an L3-Chinese translator or L3 teacher, set high requirements for learners' L3 proficiency, which were sometimes outside my participants' perceived capabilities, especially for English major students. Therefore, even though some of my participants did very well in their current L3 learning, for example, achieving high marks or receiving praise from teachers, they could not see a 'future' for their L3 learning, which made them play down their achievements in current learning and regard their L3 learning as 'meaningless'.

However, the value of being multilingual is much wider in scope when viewed against the backdrop of globalisation. Specifically, globalisation significantly contributes to the communication and cooperation between individuals from all over the world (Blommaert, 2010), which sets higher requirements for individuals' intercultural communication competence (Kramsch, 2006, 2014). Such competence can be greatly improved by learners' knowledge of foreign languages, which helped to raise their awareness of the diversity of cultures and expand their meaning-making repertoire (Kramsch, 2011; 2014; Kramsch & Whiteside, 2008). In other words, being multilingual is associated with intercultural communicative competence, the importance of which permeates every aspect of globalisation, ranging from chatting with foreign friends to understanding global affairs. Therefore, when learners recognised the value of being multilingual, they might be more likely to discover the value of learning a foreign language in a globalised world.

8.3. Constructing the multilingual self

Despite the importance of the multilingual self in sustaining learners' L3 motivation, not many learners had accumulated multilingual experiences or developed ideal multilingual selves in this study. Therefore, this section provides a deeper investigation into how the multilingual self was constructed in the course of learning. In particular, findings suggest that the construction of a multilingual self requires L3 learners to take a new perspective in interacting with their contexts, namely, noticing the interactions between languages and recognising the symbolic value of the L3 in a globalised world.

8.3.1. Accumulating multilingual experience: Noticing the interactions between languages

The findings suggest that to accumulate multilingual experiences, L3 learners firstly needed to notice the interactions between different languages during their engagement in language-learning or -using activities. For example, the L3 learners (both English majors and L3 majors) who had multilingual experiences all reported having identified the interactions between languages in the course of their learning. For example, Qiao (English major) found the similarities between French and Chinese pronunciation and Yi (L3 major) became interested in comparing German and English grammar. Hence, both learners noticed the interactions between languages during the learning process. It was not hard to understand that such experiences were very important to them to gain multilingual experiences, as focusing on the interaction between languages was regarded as the key characteristic of being multilingual (Henry, 2017). In fact, it was also after noticing the interactions between languages that both learners gradually developed a clearer idea of what it meant to be multilingual. Other research also lends support for this argument, as Thompson and Erdil-Moody (2016) found that identifying the positive interaction between languages was essential to strengthening learners' identities of being multilingual.

8.3.2. From ‘interesting’ multilingual experience to ideal multilingual self: Identifying the ‘symbolic’ value of languages in a globalised world

Noticing the interactions between languages is necessary but not sufficient for learners to construct a multilingual self and develop an ideal multilingual self. In fact, only a handful of learners who had multilingual experiences they regarded the qualities they gained from these experiences as beneficial in a globalised era and accordingly discovered the importance of being multilingual. For example, through comparing and contrasting different languages, the first type of learners from both English and L3 majors realised that they had deepened their insight into humanity or widened their linguistic resources to express themselves. Such progress was further evaluated by these learners as valuable in terms of intercultural communication and cooperation around the globe. The following excerpt from Qixian illustrates a specific example:

Of course it (referring to her deepened cultural awareness) is very important. Globalisation is such a predominant trend and communication and cooperation between countries is everywhere. The importance of understanding others and ourselves is undeniable.

In contrast, the second type of English major who also noticed the interactions between Chinese, English and the L3 only evaluated their multilingual experience as ‘interesting’ rather than ‘meaningful’. For example, Minde frequently compared German vocabulary with English and obtained extra pleasure from learning the L3. However, she did not regard such interesting experiences as important, resulting in her unwillingness to integrate being multilingual into her future selves.

Therefore, whereas the importance of being multilingual is widely recognised in the literature, the L3 learners in this study were not necessarily aware of its value. One possible explanation might be that being multilingual reflects a new aspect of the value of languages. As mentioned before, being multilingual underscores the role of languages in developing learners’ intercultural competence. This is conceptually closer to Kramersch and her colleagues’ (Kramersch, 2006, 2011; Kramersch & Whiteside, 2008) arguments about the ‘symbolic’ value of languages. According to them, individuals learn a language not only to communicate with native speakers, but also to understand different cultures and negotiate meaning in complex contexts. In this process, existing social and cultural norms might be challenged and individuality could be strengthened. Such a new conceptualisation of linguistic competence might have challenged my participants’ existing knowledge, which made it hard for them to realise the value of being

multilingual, as will be discussed in more details in the following section.

8.3.3. Ideal multilingual self: Vague in describable images but rich in experiential meaning

After comprehending the importance of being multilingual, it is not hard to understand that learners developed their ideal multilingual selves in the hope of expanding their meaning-making repertoire by learning an L3. Nevertheless, such ideal multilingual selves were not necessarily specific future images that could be described in words; rather, they reflected a deep belief in the importance of being multilingual in this globalised world, which embodied what they currently experienced. For example, even at the end of my fieldwork, when discussing their aspirations to be multilingual in the future, learners were still only able to briefly summarise such aspirations as ‘being more open-minded’ (Qiao) or ‘being more critical’ (Han). However, they would emphasise their belief in its importance by referring to their current progress with respect to deepened cultural awareness or their expanded meaning-making repertoire. For example, Han told me that when she compared the educational systems in the UK, Germany and China, she realised that the evaluation of an educational system could not neglect its situated social and historical contexts. Such experiences firmed her belief that learning an L3 helped her to think more critically and thoroughly when analysing social or cultural affairs.

Therefore, as Henry (2017) suggests, the ideal multilingual self can be abstract and hard to describe. However, it could be highly motivating as it embodies learners’ “*essence of experiences*” (Wakslak, Nussbaum & Liberman, 2008, cited in Henry, 2017, p.557). Particularly, in the context of this study, such core experiences were closely related to learners’ experiences of being more globalised.

8.3.4. Difficulties in constructing multilingual selves

It was nevertheless not easy for participants in my study to accumulate multilingual experiences and develop their ideal multilingual selves, probably due to a series of unsuccessful interactions between learners’ internal factors and contextual influences.

Firstly, not all of my participants were sensitive to the interactions between languages and their contexts did not provide many multilingually oriented opportunities, contributing to their limited multilingual experiences. Specifically, based on the interview data, only fewer than half of my interviewees mentioned some experiences of comparing and contrasting different languages during their L3 learning. Without such an experiential basis, it became hard for them to have an ideal multilingual self. It is worth mentioning that this finding is not in conflict with some researchers' arguments (e.g. Agnihotri, 2014; Henry 2017) that mixing linguistic codes is a type of 'innate' human ability (Agnihotri, 2014, p.365). It is possible that interchange between languages had taken place in my participants' minds but they might not have been aware of it. As Thompson and Erdil-Moody (2016) suggest, learners' capacity to notice the interactions between different languages was tied to their existing linguistic repertoire. As their study revealed, individuals who were fluent in three languages were more likely to realise how their different language systems worked as a whole than those who were bilingual or those who had only learnt the L3 for a short while. From this perspective, participants in this study might have found it hard to notice interplay between languages and view their linguistic systems as a whole.

Moreover, learners in my study seemed to receive limited contextual support that allowed them to have multilingual experiences. As revealed by the data, multilingually oriented activities were rather limited in their learning contexts. In fact, learners who experienced being multilingual gained these experiences from self-engaged activities, e.g. the talk on Chinese *pinyin*, indicating that the accumulation of multilingual experience was highly dependent on learners' own efforts.

In addition, being multilingual might not accord with learners' existing understanding of the value of languages, so they could not appreciate its importance. As previously mentioned, being multilingual focuses more on the symbolic value of languages. However, it is highly possible that in my participants' past foreign language learning, it is the communicative value of a foreign language that was emphasised. Although my study did not focus on learners' past foreign language learning experiences, nearly three-quarters of interviewees mentioned in the interview that they regarded communicating with others as the most important part of learning a foreign language. Previous studies also supported the view that developing speaking skills might be Chinese undergraduates' primary concern when learning a foreign language (e.g. Gao et al., 2013). In comparison, the symbolic value of language seemed to be much less underscored in the contexts of my study. Class observation and interviews suggested that

although teachers mentioned the value of the L3 for ‘broadening individuals’ horizons’, they had not explained this topic any more thoroughly. Therefore, without sufficient awareness of the symbolic value of languages and limited support from their contexts, learners might have found it hard to identify the value of being multilingual.

In short, being multilingual was found to be important in sustaining learners’ L3 motivation in this study. But the construction of multilingual self was not easy, as it represented a new perspective in understanding languages and their value in a globalised world.

8.4. The effect of the intervention

An intervention was conducted with learners to construct their ideal L3 selves. During the intervention, participants were encouraged to imagine using the L3 in the future and near-peer models were introduced to enrich learners’ imagining of an ideal L3-specific or multilingual self. English majors’ ideal L3 selves were found to be strengthened by the intervention, whereas the L3 majors were not. The following section discusses the intervention.

8.4.1. English majors

The intervention, especially the second session which introduced near-peer role models to the participants, seemed to help strengthening English majors’ ideal L3-specific and multilingual selves.

8.4.1.1. Constructing learners’ ideal multilingual selves

It is of note that many English majors from the intervention group seemed to have either strengthened or developed their ideal multilingual selves after the intervention, based on data from questionnaires and interviews. For example, as revealed by the open questionnaires, more participants from the intervention group were able to imagine a future in which their Chinese, English and the L3 worked as whole to bring them unexpected opportunities, for example, being more capable of engaging in intercultural communication. Moreover, according to five out of the seven interviewees, the intervention seemed to be effective in building up their confidence

that being multilingual was valuable in this globalised world. Specifically, though being multilingual was distant and abstract for many of these interviewees before the intervention, they seemed to strengthen their beliefs in its value by observing those near-peer models that showed that being multilingual could truly bring deepened understanding of culture and language. As explicitly explained by Bing, after the intervention, ‘broadening horizons’ and ‘being multilingual’ were more like attainable ideals than abstract notions.

8.4.1.2. Using near-peer models for constructing ideal multilingual self

Another interesting point needing in-depth discussion is the role of introducing successful learners in the intervention. In fact, in previous research, the effect of near-peer role models in strengthening learners’ ideal language selves has already been discovered (Yashima, 2009). However, what I want to argue here is that this strategy might be particularly useful in building up learners’ ideal multilingual selves, as it could help learners capture the experiential meaning of being multilingual.

As Dörnyei and Chan (2013) point out, the essence of the ideal language self is “the sensory experience of a future goal stage” (2013, p.454). From this perspective, the key in constructing learners’ ideal selves is to construct such sensory experience. However, as mentioned before, learners’ ideal multilingual selves could be much more abstract than their ideal language-specific selves, the sensory experiences the former entail might not be constructed in the same way as that used in constructing the latter. For example, to strengthen learners’ ideal English selves, previous studies have used pre-written scripts which described a possible future situation in which the target language is used (Chan, 2014; Magid, 2013, 2014). However, as a future state of being multilingual itself is hard to describe in words, this method did not seem to be the optimal choice for constructing learners’ ideal multilingual selves. Another activity applied in previous studies to constructing learners’ ideal language selves was to stimulate learners to think about and write down their ideal language selves (Chan, 2014; Magid, 2013, 2014; Sampson, 2012). Nevertheless, the notion of being multilingual seemed to be unfamiliar to participants in my study and might not have been in accordance with their recognition of the value of learning a foreign language. Therefore, asking participants themselves to construct their ideal multilingual selves might not have been very effective. In fact, this activity was conducted in the first session of my intervention but students did not consider this part to be highly influential. Therefore, the difficulty in constructing learners’ ideal multilingual selves

might have resided in how to help learners to build up such an abstract personal vision.

As revealed in this study, the personal multilingual stories told by individuals could be an effective option. The reason was that it not only *projected* an abstract future situation for the learners, but also helped them to *be aware of* those multilingual experiences, which had gone unnoticed or unappreciated previously and to *re-interpret* the meaning of these experiences. Therefore, when reflecting on their own L3 learning experience from a different perspective, participants might have been able to capture the ‘sensory experience’ (Dörnyei & Chan, 2013:454) of being multilingual and construct their ideal multilingual selves. Specifically, as those near-peer models shared very similar L3 learning background with my participants, it would not have been hard for the latter to understand the former’s L3 experiences. However, by successfully identifying the value of being multilingual and integrating it into their current lives, those role models actually showed a new perspective in evaluating the meaning of learning an L3. This inspired learners to re-evaluate their L3 learning. For example, some learners, as shown in Bing’s case, were able to notice the interactions between languages and some deepened their understanding of ‘broadening horizons by learning a foreign language’. Such a change in L3 experiences was exactly what my participants needed to capture the abstract feeling of being multilingual and begin to believe in its importance for their future.

However, it was also noticeable that two interviewees were less interested in envisioning a multilingual future, as they still found ‘being multilingual’ too abstract (e.g. Minde). One possible explanation might be that they were keen on the instrumental use of the L3. Therefore, when being multilingual could not be directly translated into a competitive edge in the future, the value of being multilingual was still very ‘abstract’ to them.

8.4.1.3. Constructing ideal L3-specific self

It is also interesting to note that learners became more capable of envisioning their L3-specific future by observing the successful examples. As revealed by the open questionnaires and interviews, participants from the intervention group were able to foresee more scenarios in which the L3 could be used, for example, participating in an international conference, teaching the L3 online or conducting more in-depth exploration when travelling to the L3-speaking countries. This suggests that even though the L3-specific opportunities might be limited in China, learners had not fully explored the possibilities of integrating the L3 into their future

lives before the intervention. As mentioned before, in a highly globalised and digitalised world, it is reasonable to suppose that the usage of a specific language will also be less restricted by geographical boundaries. Therefore, helping learners to discover more L3-specific opportunities might also help them to find their personal meaning of learning an L3.

8.4.2. L3 majors

Findings suggest that the effect of the intervention on the L3 majors was less significant. The first reason probably was that as the L3 was their major and was expected to play an important role in their future, these learners had already actively or passively learnt from their surroundings about the prospects for L3 majors before the intervention took place, for example, by attending the career guidance lectures organised by the faculty. Therefore, the intervention might not be effective in helping them to elaborate their future plans, whereas for English majors, who had to take the L3 as a requirement, such thinking had not taken place.

Moreover, learners seemed to be indifferent to the L3 in expanding their whole linguistic and cultural repertoires. This situation might be because their perceived value of being multilingual was inconsistent with their expected position of the L3 in their self-identification. As revealed by the data, after selecting the L3 as their major, almost every learner regarded the L3 as being closely related to their professional development, for example, becoming an L3-Chinese interpreter. However, the visible value of being multilingual in bringing instrumental benefits, such as financial bonuses or professional development, was not evident (Ushioda, 2017). Therefore, even though L3 majors recognised the value of being multilingual, they were not ready to develop their ideal multilingual selves. In this case, when learners position the L3 at the centre of their career development, how to help them develop ideal L3 selves still needs further exploration.

In sum, the intervention successfully helped English majors develop their ideal L3 selves, but not those L3 majors. Notably, it suggests that introducing near-peer models to English majors who were learning an L3 might be an effective way to strengthen learners' ideal multilingual selves.

8.5. Summary

The discussion shows that learners' L3 motivation was closely related to whether they could identify the value of the L3 for their personal development. Specifically, although learners were aware of the value of an L3 in this globalised world at the initial stage, they nevertheless had only a vague idea about how the L3 could be related to their aspirations to be 'more globalised'. Therefore, in the course of their L3 learning, these learners were searching for the meaning of learning an L3, during which their future L3 selves and current L3 learning experiences interacted and their motivational trajectories were formulated. Notably, when a certain continuity was achieved between learners' future L3 selves and current learning experiences, their L3 motivation seemed to be better sustained.

Notably, the multilingual self was identified as important for learners to develop continuity in their sense of L3 selves, due to its value in an increasingly globalised world. However, the construction of multilingual self might be tied to learners' awareness of the interactions between languages and recognition of the symbolic values of language in this globalised world.

Lastly, the intervention showed that introducing near-peer models would be helpful for non-L3-major students to develop their aspiration to integrate the L3 into their future lives and to strengthen their ideal L3-specific and multilingual selves.

Chapter Nine

Conclusion

The central focus of this thesis is on Chinese undergraduates' L3 motivation with the two overarching aims of how to conceptualise L3 motivation in a Chinese context and whether classroom observation could help L3 learners to construct their L3 selves. Given the complexity of language motivation and the uniqueness of L3 learning, this research has required me to examine an extensive range of theoretical, methodological and pedagogical concerns. In this concluding chapter, I will present the contributions that this thesis has made in these three respects and how it has attempted to move forward the research agenda of L3 motivation. The limitations of this study and implications for future research will be discussed at the end of this chapter.

9.1. Theoretical contributions

One significant contribution of this study relates to conceptualising language motivation from the perspective of self. It extended the application of the L2 Motivational Self System to address the dynamics of language motivation by re-theorising the notion of 'language learning experience' and addressing the interplay between learners' future L3 selves and their current learning experiences. With these efforts, this study tried to avoid the risk raised by Dörnyei and

Ushioda (2011) of taking the ideal, ought-to L3 selves and L3 learning experiences as static motivational constructs.

Specifically, this study firstly attempted to examine the notion of language learning experience, the part of Dörnyei's (2005; 2009) self system which has been relatively under-researched in the existing literature (Henry, 2015; Taylor, 2014). As explained in the literature review, Dewey's (1938) conceptualisation of 'experience' was adopted to define 'language learning experience' as an ongoing interaction between individual learners and their contexts. From this perspective, language learning experience was not simply understood as language attitudes or contextual factors, but rather how learners negotiated with their situated contexts, through which they identified the value of the L3 in relation to their personal development. Notably, based on the analysis of findings, this research further suggested that it was through their language learning experiences that L3 learners attempted to explore the position of the L3 in their self-identification, for example, whether the L3 learning aligned with their personal interests and whether they believed in their competence to learn the L3 well. Therefore the language learning experiences dealt with experiential aspects of learners' L3 selves.

In addition to language learning experiences, this research also tried to elucidate the dynamics of language motivation, using the lens of the interplay between learners' language learning experiences and future L3 selves (ideal or ought-to L3 self). In particular, it is argued that the experiential and future aspects of learners' L3 selves were in mutual interaction, and when continuity was achieved between the two parts, learners' L3 motivation was more likely to be sustained.

Hence this study did not focus on using the L2 Motivational Self system to capture 'snapshots' of learners' L3 motivation at a specific time and in a particular context. Rather, it tried to improve on the explanatory power of this framework in researching how learners' L3 motivational trajectories were constructed temporally and contextually, which helps to deepen our understanding of language motivation from a self perspective.

In addition to addressing the temporal and contextual aspects of language motivation, this study also shed some new light on the understanding of the role of being multilingual in shaping learners' L3 motivation and how such multilingual selves developed. Firstly, it offered empirical evidence to support the importance of accumulating multilingual-related experiences

and developing ideal multilingual self in shaping learners' L3 motivation. As revealed by the findings, either in non-major or major groups, learners who recognised the importance of being multilingual were much more likely to strengthen their L3 motivation. Secondly, this study helped to elucidate the construction of learners' multilingual selves. As explained in the discussion, noticing the fluidity between multiple languages and understanding the symbolic value of being multilingual in a globalised world could represent significant steps for learners in their accumulation of multilingual experiences and in the formation of their ideal multilingual selves.

9.2. Methodological contributions

One methodological contribution of this study lies in its use of a longitudinal research design to address the temporal aspect of language motivation. As discussed in the literature review, the importance of 'time' in understanding language motivation has been widely recognised, but longitudinal research is still very limited. This situation renders the temporal dimension of motivation under-researched as Henry (2015) points out, particular in relation to how time interacts with contexts in influencing learners' language motivation. This study set out to fill this gap.

Specifically, this study proved that the longitudinal design that was adopted was able to support the research into how language motivation was constructed through the interaction between individuals and contexts across time. By tracing learners' motivation through several rounds of questionnaires, interviews and class observation, the study revealed that learners' L3 motivation was constructed based on their ongoing interplay with the contexts and the interaction between their current L3 experiences and future L3 selves. This supported Neale and Flowerdew' (2003) argument that longitudinal research is in a better position to address the interplay between time and contexts, as it helps researchers to "understand how people move through time, use time or relate to time — their strategy for making sense of the past or navigating their futures" (2003, p. 192).

This study also contributed to applying classroom observation to language motivation research. While the importance of observation in studying language learners' motivated behaviour has been recognised in the literature (Dörnyei & Ushioda, 2011; Henry, 2015; Ushioda, 2015), few

empirical studies have employed this method, specifically when it comes to studying individual learners' motivation. This study therefore moves a step further in this respect. As Dörnyei (2007) has pointed out, one prominent difficulty relating to class observation lies in how to record the highly complex classroom behaviours with only limited time in class. In the face of such a dilemma, I tried to keep a balance between recording learners' behaviour systematically and staying sensitive to any emergent performance that participants displayed in class. On the one hand, an observation protocol was developed to enable me to record observations in class quickly. On the other hand, I left room to make open-ended comments so as not to neglect any unique behaviours that could reflect learners' motivation. Moreover, to enhance the validity of the observation data, I followed Dörnyei's (2007) suggestion about the addition of low-inference categories of motivated behaviours based on my pilot observation for the design of observation protocol. All of these strategies were found to be effective in facilitating the recording of observation data.

Lastly, this study suggested the importance of involving a control group in testing the effect of the intervention which tried to improve learners' language motivation. A review of previous research on constructing learners' ideal language selves revealed that few of them used a control group (e.g. Chan, 2014; Mackay, 2014; Magid, 2013, 2014; Magid & Chan, 2012; Sampson, 2012). However, as suggested by the findings, learners' ideal L3 selves were in a state of constant change even without the intervention. Therefore, without such a control group, it would have been hard for me to reach the conclusion that it was the intervention that contributed to learners' construction of their ideal language selves.

9.3. Pedagogical contributions

Based on the analysis of learners' L3 motivational trajectories, this study underscored the importance of L3 teachers helping their students to identify their personal meaning with regard to learning an L3 and, in particular, being multilingual. As revealed by the findings, my participants were constantly exploring and negotiating the position of the L3 in relation to their self-identification during their L3 learning process. However, as the value of the L3 in China was not self-evident, especially in terms of economic benefits or competitive edge in the job market, such efforts ran the risk of ending in disappointment, which led to severe decrease in learners' motivation. Therefore, with regard to L3 teaching in a foreign language learning

context like China, how to help learners identify the value of the L3 needs special attention.

Specifically, based on the analysis of learners who successfully sustained their L3 motivation, this study underscored the importance of raising learners' awareness of being multilingual in helping them recognise the value of learning an L3. A deeper analysis also contributed pedagogical insights into how to raise learners' awareness of being multilingual. Firstly, as mentioned before, teachers need to help learners to notice the interplay between languages. Although such interplay might take place naturally in learners' minds (Agnihotri, 2014; Cook, 2016), this study suggests that individuals' capacity to notice them is different and only those learners who are sensitive to them are more likely to engage with their multilingual experiences. Secondly, teachers need to help learners to become aware of the value of being multilingual. As suggested before, due to the heavy emphasis on the communicative value of language, not every learner will acknowledge the value of their multilingual experiences, preventing the formation of their ideal multilingual selves. Therefore, teachers may need to remind learners of the symbolic value of an L3 in a globalised world.

Lastly, the intervention conducted in this research provided a possible way to help non-major L3 learners to construct their ideal L3 selves. Specifically, this intervention highlighted the effectiveness of using near-peer role models in initiating and strengthening learners' ideal L3 selves. As revealed by data, by observing those near-peer models, English majors who were learning the L3 reported having gained more possibilities for integrating the L3 into their future and therefore became more confident that the L3 could be valuable for their future. Notably, the near-peer role models might be especially useful in helping learners construct their ideal multilingual selves. As an ideal multilingual self may operate at a higher level of cognition and a description of it can be highly abstract (Henry, 2017), how to help learners capture the essence of being multilingual may be the key to developing their aspirations for a multilingual future. As this study displayed, as the L3 learners and those near-peer models shared similar L3 learning experiences and multilingual experiences, the former were offered another way to interpret their own L3 learning experiences by observing the latter. In this process, the L3 learners were likely to be aware of the interactions between languages taking place during their L3 learning and of the importance of being multilingual in a globalised world.

9.4. Limitations

Researching language motivation is not an easy undertaking, however, given the high complexity of this construct. Admittedly, this study could not fully explain the complexity of L3 motivation and some weaknesses should be discussed.

Firstly, in terms of open questionnaires, whereas they were useful for me to generate data about learners' L3 motivation at the class level, the responses were relatively brief and general. For example, when describing their motivation, the majority of participants used short sentences, based on which it was not possible to carry out in-depth analysis of their L3 motivation. Hence, the responses from the open questionnaires could only provide a very general overview of learners' L3 motivation, and deeper analysis of learners' L3 motivation depended on the data collected from the interviews and class observations.

Secondly, whereas class observation was found to be useful in researching learners' motivated behaviour, it could not record learners' after-class behaviour. In particular, as the learners involved in the study were college students, after-class autonomous learning contributed to a large part of their L3 learning. Relying solely on learners' self-reports in journals produced less reliable data about their after-class motivated behaviours. Therefore, how to fill this gap by methodological innovations still needs further effort.

Thirdly, my participants, especially those involved in longitudinal interviews, might have been influenced by the research itself to different extent. Firstly, even though I tried to minimise my influence on participants as much as possible, I admit that such influence could not be completely eliminated. Moreover, during the longitudinal interviews, participants themselves were involved in a process of self-reflection (McLeod, 2003), which might to some extent have influenced the formation of their motivation. Although none of my interviewees reported being more self-reflexive on their L3 learning, such influence might have been inherent.

Fourthly, the time available for the intervention in this study was shorter than those reported in the existing research (Chan, 2014; Mackay, 2014; Magid, 2013, 2014; Magid & Chan, 2012; Sampson, 2012), as a longer period for the intervention was not practical in this research. As mentioned in the methodology, teachers had a heavy teaching load and could not allocate much

time to this. Moreover, due to learners' limited L3 proficiency, it was also hard to integrate the activities into class teaching or homework. This factor might to some extent have influenced the effect of the intervention and, in particular, contributed to the non-effectiveness of the intervention in the group of L3 majors. However, due to ethical considerations and the principle of ecological validity²⁶, I could not spend more class time on the intervention. From this perspective, how to design a motivational intervention within limited amount of time might be worthy of further research.

Fifthly, the results of this study might not reflect all the undergraduate L3 learners' L3 motivation in China. I situated this study in a university that is rather typical of the majority of Chinese universities. However, it naturally may not reflect all contexts, in particular, the small number of elite universities that exist in China. To the best of my knowledge, some elite universities offer their undergraduate L3 learners many opportunities to communicate with native L3 speakers or organise exchange programmes by which their undergraduate students can study in the L3-speaking countries for several months. With such greater exposure to L3-using opportunities, it is possible that L3 learners from these universities form different L3 motivational trajectories from those constructed by the participants in this study.

Lastly, I admit that participants from experimental and control were not in exactly same situation before the intervention, especially in terms of the target language. However, for practical reasons, I could not find two classes which were learning the same language to constitute control and experimental groups. In fact, in China, the majority of universities that I knew only open one class for a specific foreign language, for example, one German class for Year One German major. However, given the dynamic nature of ideal L3 self as mentioned before, a control group seemed to be necessary. In the face of such a dilemma, I had to choose the control and experimental groups from two different languages, but tried to make sure that learners from these two classes shared similar L3 motivation trajectories before the intervention, as discussed in the methodology.

²⁶ Ecological validity refers to the idea that the methodology, settings and procedures of the study should approximate to the real-world activities (Brewer, 2000).

9.5. Future research directions

Several future directions for L3 language motivation can be identified from this study.

Firstly, future studies may find it useful to look into how learners' 'past' foreign language learning experiences have contributed to the development of their L3 motivational trajectories. In this study, based on the analysis of data, it was mainly the present and future states of learners' L3 selves that were taken into consideration. However, as revealed in the discussion, learners' past foreign language learning experiences, for example, their English learning experiences, may frame their understanding of the value of a foreign language and could therefore influence their learning motivation to learn another foreign language. In fact, existing literature (Miyahara, 2015) on English motivational trajectories has already revealed that learners' past experience will shape their present and future English selves. Hence, investigation into learners' past experiences in foreign language learning may shed new light on the understanding of L3 motivation.

Secondly, how to build up learners' ought-to multilingual selves may need further investigation. As revealed by the data, the majority of learners did not have strong ought-to multilingual selves. Even those who had developed their ideal multilingual selves, they only regarded being multilingual as an additional way of distinguishing themselves from their peers but could not recognise the 'necessity' of being multilingual in China. Given the importance of ought-to language self (Dörnyei, 2009), it is necessary to look into how to help learners build up their ought-to multilingual selves in a foreign language learning context.

Thirdly, research on the L3s, other than German and French, could be valuable in reshaping our understanding of L3 motivation. Specifically, German and French are both European languages and have a relatively similar status and application in China. This may partly explain why no significant differences have been identified between French motivation and German motivation in this thesis. From this perspective, inquiries into other L3s in China, for example, Asian languages, like Japanese and Korean, or much lesser-known languages, like Amharic and Nepalese, may bring new insight into our understanding of L3 motivation.

Concluding remarks

In the last few sentences of this thesis, I intend to reflect on the transformation that has taken place in my understanding of L3 motivation. In fact, before touching upon this research topic, I had been frequently asked why I was learning an L3. At first, I thought the answer was self-evident: ‘learning about another language is fun’ and ‘being able to speak an L3 makes me cool’. However, it was not long before I realised that vague interest in a foreign culture and fantasy over a cool identity were far from being sufficient to support long-lasting effortful L3 learning.

During my PhD study, I have strengthened my belief that the formation of individuals’ L3 motivation is influenced by a bewildering array of personal and contextual influences, such as personal interest, learning capacity, future plans, the trend of globalisation and the ambiguous value of an L3 in the local contexts. The interaction between these forces makes L3 learners bounce back and forth between looking upon the L3 as a unique linguistic asset and regarding the L3 learning as meaningless drudgery. It is through learners’ continuous exploration during the learning process that they identify their personal meaning of learning an L3.

References

- Addis, D.R., & Tippet, L.J. (2008) The contributions of autobiographical memory to the content and continuity of self: A social-cognitive neuroscience approach. In F. Sani (ed.), *Self-continuity: Individual and collective perspectives* (pp. 71–84). New York: Psychology Press.
- Agnihotri, R. K. (2014). Multilinguality, education and harmony. *International Journal of Multilingualism*, 11(3), 364 – 379.
- Al-Shehri, A. S. (2009). Motivation and vision: The relation between the Ideal L2 Self, imagination and visual style. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 164-171). Bristol: Multilingual Matters.
- Aronin, L. (2016). Multi-competence and dominant language constellation. In V. Cook & W. Li (eds.), *The Cambridge handbook of linguistic multicompetence* (pp. 142 – 163). Cambridge: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman
- Baumeister, R. F. (1999). The nature and structure of the self: An overview. In R.F. Baumeister (ed.), *The self in social psychology* (pp. 1-20). New York: Psychology Press.
- Blommaert, J. (2010). *The sociolinguistics of globalisation*. Cambridge: Cambridge University Press.
- Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. *System*, 55, 147-157.
- Bourdieu, P. (1977). The economics of linguistic exchanges. *Information (International Social Science Council)*, 16(6), 645-668.
- Boyatzis, R.E., & Akrivou, K. (2006). The ideal self as the driver of intentional change. *Journal of Management Development*, 25 (7), 624-642.
- Brewer, M. B., & Crano, W. D. (2000). Research design and issues of validity. In H.D. Reis & E.M. Judd (eds.), *Handbook of research methods in social and personality psychology* (pp. 3-16). Cambridge: Cambridge University Press.
- Busse, V. (2013). An exploration of motivation and self-beliefs of first year students of German. *System*, 41(2), 379-398.
- Busse, V. (2017). Plurilingualism in Europe: Exploring attitudes toward English and other European languages among adolescents in Bulgaria, Germany, the Netherlands, and Spain. *The Modern Language Journal*, 101(3), 566-582.

- Busse, V., & Williams, M. (2010). Why German? Motivation of students studying German at English universities. *The Language Learning Journal*, 38(1), 67-85.
- Campbell, D. T., & Stanley, J. C. (2015). *Experimental and quasi-experimental designs for research*. Ravenio Books.
- Cenoz, J. (2013). The influence of bilingualism on third language acquisition: A focus on multilingualism. *Language Teaching*, 46(1), 71-86.
- Chan, L. (2014). Effects of an imagery training strategy on Chinese university students' possible second language selves and learning experiences. In K. Csizér & M. Magid (eds.) *The impact of self-concept on language learning*, (pp. 357-376). Bristol: Multilingual Matters.
- Chan, L., Dörnyei, Z., & Henry, A. (2015). Learner archetypes and signature dynamics in the language classroom: A retrodictive qualitative modelling approach to studying L2 motivation. In Z. Dörnyei, P. D. MacIntyre & A. Henry (eds.), *Motivational Dynamics in Language Learning* (pp. 238-259). Bristol: Multilingual Matters.
- Clément, R., & Kruidenier, B. G. (1983). Orientations on second language acquisition: 1. the effects of ethnicity, milieu, and their target language on their emergence. *Language Learning*, 33(3), 273-91.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Oxon: Routledge.
- Coleman, J., Galaczi, A., & Astruc, L. (2007). Motivation of UK pupils towards foreign languages: A large-scale survey at Key Stage 3. *The Language Learning Journal*, 35(2), 245 – 280.
- Cook, V. (2016). Premises of multi-competence. In V. Cook & W. Li (eds.), *The Cambridge handbook of linguistic multicompetence* (pp. 1 – 25). Cambridge: Cambridge University Press.
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: SAGE
- Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89(1), 19–36.
- Csizér, K., & Kormos, J. (2009). Learning experiences, selves and motivated learning behaviors: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 98-119). Bristol: Multilingual Matters.
- Csizér, K., & Lukács, G. (2010). The comparative analysis of motivation, attitudes and selves: The case of English and German in Hungary. *System*, 38(1), 1-13.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). New Jersey: Pearson Education, Inc.

- Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, London, New Delhi: Sage Publications.
- Crotty, M. (1998). *The Foundations of social research: Meaning and perspectives in the research process*. London: Sage Publications.
- Deci, E. L., & Flaste, R. (1996). *Why we do what we do: Understanding self-motivation*. New York: Penguin.
- Deci, E., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Springer.
- Dewaele, J.-M. (2009). Perception, attitude and motivation. In V. Cook & W. Li (eds.), *Language teaching and learning* (pp. 163-192). London: Continuum.
- Dewaele, J.-M., Witney, J., Saito, K., & Dewaele, L. (2017) Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research*, 22 (6), 676-697.
- Dewey, J. (1938). *Experience and education*. London: Collier Books.
- Dewey, J. (1981). *The later works 1925–1953, Vol I: Experience and nature* (J.A. Boydston, ed.). Carbondale, IL: Southern Illinois.
- Dewey, J. (1997). *Experience and education* (First Touchstone, ed.). New York: Touchstone.
- Dörnyei, Z. (1994). Understanding L2 motivation: on the challenge! *The Modern Language Journal*, 78(4), 515-523.
- Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology*, 7(4), 519-538.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow: Longman.
- Dörnyei, Z. (2002). The motivational basis of language learning tasks. In P. Robinson (ed.), *Individual differences and instructed language learning* (pp. 137-158). Amsterdam: John Benjamins.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. London: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.
- Dörnyei, Z. (2009). The L2 Motivational Self System. In Z. Dörnyei, & E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Dörnyei, Z., & Al-Hoorie, A. H. (2017). The motivational foundation of learning languages other than Global English: Theoretical issues and research directions. *The Modern Language Journal*, 101(3): 455–468.

- Dörnyei, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63(3), 437 – 462.
- Dörnyei, Z., MacIntyre, P., & Henry, A. (Eds.). (2015). *Motivational dynamics in language learning*. Bristol: Multilingual Matters.
- Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University)*, 4, 23-69.
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Edinburgh: Pearson Education Limited.
- Ellis, R. (2009). A reader responds to Guilloteaux and Dörnyei's 'Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation'. *TESOL Quarterly*, 43(1), 105–109.
- Erikson, M.G. (2007). The meaning of the future: Toward a more specific definition of possible selves. *Review of General Psychology*, 11(4), 348-358.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). London: Sage.
- Flinders, D.J. (1992). In search of ethnical guidance: Constructing a basis for dialogue. *Qualitative Studies in Education*, 5 (2), 101-116
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219-245.
- Fu, Q. (2012). The teaching and learning of a second foreign language in higher education in China [高校外语专业第二外语的课程定位]. *Foreign Language and Literature*[外国语文], 161-164.
- Fujita, K., Trope, Y., & Liberman, N. (2015). On the psychology of near and far: A construal level theoretical approach. In G. Keren & G. Wu (eds.), *The Wiley Blackwell Handbook of Judgment and Decision Making* (Vol. 1; pp. 404 – 429). Chichester, UK: Wiley Blackwell.
- Fukada, Y., Fukuda, T., Falout, J., & Murphey, T. (2011). Increasing motivation with possible selves. In A. Stewart (ed.), *JALT 2010 Conference Proceedings* (pp. 337-349). Tokyo: JALT.
- Gabrys-Barker, D. (2010). Appraisal systems in L2 vs. L3 learning experiences. *International Journal of Multilingualism*, 8(2), 81–97.
- Gao, F. (2009). Learning Korean language in China: Motivation and strategies of non-Koreans. *International Journal of Bilingual Education and Bilingualism*, 13 (3), 273-284

- Gao, Y., Bian, Y., Liu, L., Wang, X., Zang, Q., Zhan, F, ... Xu, H. (2013). *Chinese undergraduates' English learning motivation and self-identification: A four-year study in five Chinese universities* [大学生英语学习动机与自我认同发展—四年五校跟踪研究]. Beijing: Higher Education Press [北京: 高等教育出版社].
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold London.
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas and theoretical frameworks. *Modern Language Journal*, 78(3), 359-368.
- Goodson, I. F., & Sikes, P. J. (2001). *Life history research in educational settings: Learning from lives*. Buckingham: Open University Press.
- Gregg, M., & Hall, C. (2006) Measurement of motivational imagery abilities in sport. *Journal of Sports Sciences*, 24 (9), 961-971.
- Guangming Daily. (2017). *The lack of L3 speakers hindering the promotion of 'The Belt and Road Initiative'*. [莫让小语种人才稀缺影响“一带一路”脚步]. Retrieved from http://news.gmw.cn/2017-08/03/content_25396507.htm
- Guba. E.G., & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N. K. Denzin, & Y.S. Lincoln (eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks; London; New Delhi: Sage.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42(1), 55-77.
- Guilloteaux, M. J., & Dörnyei, Z. (2009). Reply to Rod Ellis's comment on “Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation”. *TESOL Quarterly*, 43(1), 109-111.
- Handley, S. (2011). Promoting community language learning in the United Kingdom. *The Language Learning Journal*, 39(2), 149-162.
- Hennig, B.B. (2010). Language learning as a practice of self-formation, *International Journal of Multilingualism*, 7(4), 306-321.
- Henry, A. (2010). Contexts of possibility in simultaneous language learning: Using the L2 Motivational Self System to assess the impact of global English. *Journal of Multilingual and Multicultural Development*, 31(2), 149-162.
- Henry, A. (2011). Examining the impact of L2 English on L3 selves: A case study. *International Journal of Multilingualism*, 8(3), 235-255.

- Henry, A. (2015). The dynamics of possible selves. In Z. Dörnyei, P. D. MacIntyre & A. Henry (eds.), *Motivational Dynamics in Language Learning* (pp. 83-94). Bristol: Multilingual Matters. Pp. 47-54
- Henry, A. (2017). L2 motivation and multilingual identities. *The Modern Language Journal*, 101(3), 548–565.
- Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319-340.
- Higgins, E.T. (1998) Promotion and prevention: Regulatory focus as a motivational principle. *Advances in Experimental Social Psychology*, 30, 1-46.
- Hofstede, G. (1984). *Culture's consequences: International differences in work-related values* (Vol. 5). Newbury Park: Sage.
- Islam, M., Lamb, M., & Chambers, G. (2013). The L2 Motivational Self System and national interest: A Pakistani perspective. *System*, 41(2), 231-244.
- Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd ed.). London: Sage.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.
- Kim, T. (2010). Reductionism, activity theory, and L2 motivation research: Toward new concepts and definitions. *The SNU Journal of Education Research*, 19, 87-118.
- Kim, T. (2011). Sociocultural dynamics of ESL (de)motivation: An activity theory analysis of two adult Korean immigrants. *The Canadian Modern Language Review*, 67(1), 91-122.
- Kramsch, C. (2006). From communicative competence to symbolic competence. *The Modern Language Journal*, 90(2), 249-252.
- Kramsch, C. (2011). The symbolic dimensions of the intercultural. *Language Teaching*, 44(3), 354-367.
- Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal*, 98(1), 296-311.
- Kramsch, C., & Whiteside, A. (2008). Language ecology in multilingual settings: Towards a theory of symbolic competence. *Applied Linguistics*, 29(4), 645-671.
- Kukla, A. (2013). *Social constructivism and the philosophy of science*. London: Routledge.
- Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). London: Sage.
- Lamb, M. (2004). Integrative motive in a globalizing world. *System*, 32(1), 3-19.

- Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62(4), 997-1023
- Lamb, M. (2013). 'Your mum and dad can't teach you!': Constraints on agency among rural learners of English in the developing world. *Journal of Multilingual and Multicultural Development*, 34(1), 14-29.
- Lanvers, U. (2016). Lots of selves, some rebellious: Developing the Self Discrepancy Model for language learners. *System*, 60, 79-92.
- Lanvers, U. (2017). Contradictory *others* and the *habitus* of languages: Surveying the L2 motivation landscape in the United Kingdom. *The Modern Language Journal*, 101(3), 517-532.
- Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford: Oxford University Press.
- Leung, C., & Scarino, A. (2016). Reconceptualizing the nature of goals and outcomes in language/s education. *The Modern Language Journal*, 100 (Supplement 2016), 81 - 95.
- MacIntyre, P., Mackinnon, S., & Clément, R. (2009). The baby, the bathwater, and the future of language learning motivation research. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 43-65). Bristol: Multilingual Matters.
- Mackay, J. (2014). Applications and implications of the L2 Motivational Self System in a Catalan EFL context. In K. Csizér & M. Magid (eds.), *The impact of self-concept on language learning* (pp. 377-402). Bristol: Multilingual Matters.
- Mackey, A., & Gass, S. M. (2005). *Second language research, methodology and design*. New York: Routledge.
- Magid, M. (2013). An application of the L2 Motivational Self System to motivate elementary school English learners in Singapore. *Journal of Education and Training Studies*, 2(1), 228-237.
- Magid, M. (2014). A motivational programme for learners of English: An application of the L2 Motivational Self System. In K. Csizér & M. Magid (eds.), *The impact of self-concept on language learning* (pp.333-356). Bristol: Multilingual Matters.
- Magid, M., & Chan, L. (2012). Motivating English learners by helping them visualise their ideal L2 self: Lessons from two motivational programmes. *Innovation in Language Learning and Teaching*, 6(2), 113-125.
- Markus, H.R., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.
- Markus, H.R., & Ruvolo, A. (1989). Possible selves: Personalized representations of goals. In L.A. Pervin (ed.) *Goal concepts in personality and social psychology* (pp. 211-241). Hillsdale, NJ: Lawrence Erlbaum.

- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). London, California, New Delhi, Singapore: Sage.
- McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238.
- McEown, M. S., Sawaki, Y., & Harada, T. (2017). Foreign language learning motivation in the Japanese context: Social and political influences on self. *The Modern Language Journal*, 101(3), 533–547.
- McLeod, J. (2003). Why we interview now: Reflexivity and perspective in a longitudinal study. *International Journal of Social Research Methodology*, 6(3), 201-211.
- McMahon, C.E. (1973) Images as motives and motivators: A historical perspective. *American Journal of Psychology*, 86 (3), 465-490.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. London: Sage.
- Miyahara, M. (2015). *Emerging self-identities and emotion in foreign language learning: A narrative-oriented approach*. Bristol: Multilingual Matters.
- Neale, B., & Flowerdew, J. (2003). Time, texture and childhood: The contours of longitudinal qualitative research. *International Journal of Social Research Methodology*, 6(3), 189-199.
- Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9–31.
- Norton Peirce, B. (1996). Interpreting data: The role of theory. *TESOL Quarterly*, 30 (2), 337-340
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow: Longman.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412–446.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Oaks, L. (2013). Foreign language learning in a ‘monoglot culture’: Motivational variables amongst students of French and Spanish at an English university. *System*, 41(1), 178-191.
- Otsuji, E., & Pennycook, A. (2010). Metrolingualism: Fixity, fluidity and language in flux. *International Journal of Multilingualism*, 7(3), 240-254.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.
- Oyserman, D., Terry, K., & Bybee, D. (2002). A possible selves intervention to enhance school involvement. *Journal of Adolescence*, 25, 313-326.

- Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In V.J. Cook (ed.) *Portraits of the L2 user* (pp.277-302). Clevedon: Multilingual Matters.
- Papi, M. (2010). The L2 Motivational Self System, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System*, 38(3), 467–479.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (2nd ed.). Thousand Oaks: Sage Publications.
- Price, S. (1996). Comments on Bonny Norton Peirce's 'Social identity, investment, and language learning': A reader reacts.... *TESOL Quarterly*, 30(2), 331–337.
- Reeve, J. (2009). *Understanding Motivation and Emotion* (5th ed.). Toronto: Wiley.
- Reynolds, P. D. (1979). *Ethical dilemmas and social science research: An analysis of moral issues confronting investigators in research using human participants*. San Francisco: Jossey-Bass.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. New York: Springer.
- Richardson, A. (1994) *Individual differences in imaging: Their measurement, origins, and consequences*. Amityville, NY: Baywood.
- Ridley, D. (2008). *The literature review: A step-by-step guide for students* (2nd ed.). London: Sage.
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (2nd ed.). Oxford: Blackwell.
- Ryan, S. (2008). *The ideal selves of Japanese learners of English*. Unpublished doctoral dissertation. University of Nottingham.
- Sampson, R. (2012). The language-learning self, self-enhancement activities, and self perceptual change. *Language Teaching Research*, 16(3), 317-335.
- Schmitt, N. (Ed.). (2002). *An introduction to applied linguistics*. London: Arnold.
- Schumann, J. H. (1999). *The neurobiology of affect in language learning*. Malden, MA: Wiley-Blackwell.
- Sieber, J. E. (1992). *Planning ethically responsible research: A guide for students and internal review boards* (Applied Social Research Methods Series, Vol. 31). Newbury Park, CA: Sage.
- Silverman, D. (2013) *Doing Qualitative Research: A practical handbook*. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage
- Siridetkoon, P., & Dewaele, J. -M. (2017). Ideal self and ought-to self of simultaneous learners of multiple foreign languages. *International Journal of Multilingualism*, 1-16
- Soenens, B., & Vansteenkiste, M. (2011). When is identity congruent with the self? A self-determination theory perspective. In S. J. Schwartz, K. Luyckx & V. L. Vignoles (eds.), *Handbook of identity theory and research* (pp. 381-402). New York: Springer.

- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 Motivational Self System among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Bristol: Multilingual Matters.
- Taylor, F. (2011). *A quadripolar model of identity in adolescent foreign language learners*. Unpublished doctoral dissertation. University of Nottingham.
- Thompson, A. S., & Vásquez, C. (2015). Exploring motivational profiles through language learning narratives. *The Modern Language Journal*, 99(1), 158-174.
- Thompson, A. S., & Erdil-Moody, Z. (2016). Operationalizing multilingualism: Language learning motivation in Turkey. *International Journal of Bilingual Education and Bilingualism*, 19(3), 314-331.
- Ushioda, E. (1996) Developing a dynamic concept of L2 motivation. In T. Hickey & J. Williams (eds.), *Language, education and society in a changing world* (pp. 239-245). Dublin/Clevedon: IRAAL/Multilingual Matters.
- Ushioda, E. (2001) Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (eds), *Motivation and second language acquisition* (pp. 93-125). Honolulu, HI: University of Hawaii Press.
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, language identity and the L2 Self* (pp. 215–228). Bristol: Multilingual Matters.
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3):199-210.
- Ushioda, E. (2015). Context and complex dynamic systems theory. In Z. Dörnyei, P.D. MacIntyre & A. Henry (eds.), *Motivational dynamics in language learning* (pp. 47-54), Bristol; Buffalo, Multilingual Matters.
- Ushioda, E. (2017). The impact of Global English on motivation to learn other languages: Toward an ideal multilingual self. *The Modern Language Journal*, 101(3), 469–482.
- Valsiner, J., & van der Veer, R. (2000). *The social mind: Construction of the idea*. Cambridge: Cambridge University Press.
- Wakslak, C. J., Nussbaum, S., Liberman, N., & Trope, Y. (2008). Representations of the self in the near and distant future. *Journal of Personality and Social Psychology*, 95(4), 757-773.
- Waninge, F., Dörnyei, Z., & de Bot, K. (2014). Motivational dynamics in language learning: Change, stability and context. *Modern Language Journal*, 98(3), 704-723.
- Warden, C. A., & Lin, H. J. (2000). Existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals*, 33(5), 535–545.

- Weedon, C. (1987). *Feminist practice and poststructuralist theory*. London: Blackwell.
- Woods, D. (2003). The social construction of beliefs in the language classroom. In P. Kalaja & A. Barcelors (eds.), *Beliefs about SLA* (pp. 201-229). Dordrecht: Springer.
- Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL contexts. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 144-163). Bristol: Multilingual Matters.
- Yashima, T., & Arano, K. (2015). Understanding EFL learners' motivational dynamics: A three-level model from a dynamic systems and sociocultural perspective. Motivational dynamics in language learning. In Z. Dörnyei, P. D. MacIntyre & A. Henry (eds.), *Motivational Dynamics in Language Learning* (pp. 285-314). Bristol: Multilingual Matters.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). London: SAGE.
- You, C., & Chan, L. (2015). The dynamics of L2 imagery of future motivational self-guides. In Z. Dörnyei, P. D. MacIntyre & A. Henry (eds.), *Motivational Dynamics in Language Learning* (pp. 397-418). Bristol: Multilingual Matters.
- Yu, B. (2010). Learning Chinese abroad: The role of language attitudes and motivation in the adaptation of international students in China. *Journal of Multilingual and Multicultural Development*, 31(3), 301-321.
- Zhang, T.T., (2016). A discussion of teaching a second foreign language in higher education. [浅析高校第二外语教学模式改革]. *Theoretical Observation*[理论观察], 9, 168-169.

Appendices

Appendix A: Open questionnaires before the intervention

Open questionnaire for English majors

关于英语专业二外学习的动机研究

亲爱的同学们：

这是一份关于英语专业二外学习动机的研究。你们的回答对我至关重要。我保证你们的回答将只会被用于学术研究，绝不会影响到你们的成绩。非常感谢你们的支持与帮助！

请简单描述一下你的二外学习状况，比如，你觉得你现阶段的二外学习动机是什么？

Open questionnaire for L3 majors

关于小语种专业二外学习的动机研究

亲爱的同学们：

这是一份关于小语种专业二外学习动机的研究。你们的回答对我至关重要。我保证你们的回答将只会被用于学术研究，绝不会影响到你们的成绩。非常感谢你们的支持与帮助！

请简单描述一下你的二外学习状况，比如：

1. 你为什么选择学习小语种专业？

2. 你觉得你现阶段的学习动机是什么？

Open questionnaires before the intervention (Translated version)

Dear Participants,

I would like to ask you to help me with a survey which looks at your motivation towards learning the third language. Your responses are of great value for this study. I promise that the information you provide will only be used for research and will not influence your grades. I am really grateful for all your kind help and valuable support.

Could you please write about your L3 learning experiences, for example:

1. why do you begin to learn the L3 (for L3 majors only)

2. What motivates you to learn the L3 currently?

Appendix B: Interview guidelines for the first round of interview with students

Introduction

- A brief self-introduction
- Expressing gratitude for the student's participation
- A brief introduction of my research
- Reminder that he or she could drop out at any time when they want

Core interviewing questions

- Why do you select the L3 as your major (for L3 majors only)?
- How is your L3 learning going on recently?

Supplementary questions

Background information

Could you please tell me something about your language learning history?

L3 Learning Experiences

- Do you enjoy the process of learning an L3? Why?
- Can you tell me something about your L3 learning story?
- Are there any critical periods in your L3 learning? Can you elaborate on those experiences?

At the end of the interview

- Checking with the student with the main points mentioned in the interview.
- Do you want to add anything?
- Do you have any questions for me?
- Expressing gratitude again for the student's participation.

Appendix C: Interview guidelines for the second and third rounds of interview with students

Introduction

- Expressing gratitude for the student's participation

Core interviewing questions

- How is your L3 learning going on recently?

Supplementary questions

Possible Changes

Have you found any changes taking place your L3 learning recently?

L3 Learning Experiences

- Do you enjoy the process of learning an L3? Why?
- Are there any critical periods in your L3 learning? Can you elaborate on those experiences?

At the end of the interview

- Checking with the student with the main points mentioned in the interview.
- Do you want to add anything?
- Do you have any questions for me?
- Expressing gratitude again for the student's participation.

Appendix D: Interview guidelines for the fourth round of interview with students (after the intervention)

Introduction

- Expressing gratitude for the student's participation

Core interviewing questions

- How is your L3 learning going on recently?

Possible supplementary questions

Possible Changes

Have you found any changes taking place your L3 learning recently?

L3 Learning Experiences

- Do you enjoy the process of learning an L3? Why?
- Are there any critical periods in your L3 learning? Can you elaborate on those experiences?

Intervention

- How do you think of the intervention?

At the end of the interview

- Checking with the student with the main points mentioned in the interview.
- Do you want to add anything?
- Do you have any questions for me?
- Expressing gratitude again for the student's participation.

Appendix E: Interview guidelines with teachers

Introduction

- Expressing gratitude for the teacher's help.

Core interviewing questions

- Could you tell me something about your beliefs in teaching the L3?
- What are your main foci in teaching?
- Could you tell me something about the culture of the faculty?
- How would you evaluate the students' performance at a class level?
- Could you comment briefly on these learners' L3 learning? (referring to the focal students)

At the end of the interview

- Expressing gratitude again for the teacher's participation.

Appendix F: Closed questions before and after the intervention

亲爱的同学们，我在进行一次有关小语种专业学习二外的问卷调查。答案没有对错之分，你的真是观点对本次研究具有重压意义。我郑重承诺问卷将仅用于学术研究。非常感谢你的支持与帮助！

说明：请根据一下的问题在对应的数字上画圈（1代表“完全同意”，6代表“完全不同意”，中间2比3的“不同意”程度大，5比4的“同意”程度大）

完 全 不 同 意	不同意	略微不同意	部分同意	同意	完全同意
1	2	3	4	5	6

我可以想象我未来会用到二外	1	2	3	4	5	6
我可以想象我会在未来的工作中用到二外。	1	2	3	4	5	6
我认为二外会对我的未来有帮助	1	2	3	4	5	6
如果一切顺利，我可以想象我会在生活中不同的方面用到二外。	1	2	3	4	5	6

Closed questions before and after the intervention (Translated version)

Dear students,

I would like to ask you to help me with a survey which looks at your L3 motivation. In answering the questions I would like to ask you to rate the following statements on a number of scales. I promise that the information you provide will only be used for research and will not influence your grades. I am really grateful for all your kind help and valuable support.

Directions: In this questionnaire, I would like you to tell me to what extent you agree or disagree with following statement. Please circle the corresponded number.

Strongly Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5	6

I like to think of myself as someone who will be able to speak the L3	1	2	3	4	5	6
My future job requires that I speak the L3 well.	1	2	3	4	5	6
I think the L3 is beneficial for my future	1	2	3	4	5	6
If everything goes well, I see myself speaking the L3 in different aspects of life	1	2	3	4	5	6

Appendix G: An example of class observation

The first session (beginning at 8 a.m.), 2nd June 2016, Thursday

L3 French Class for English Majors

Students being observed: Yuxuan, Bing and Ji

Time (min)	Content	Taking notes or focusing on the teachers	Being inattentive	Follow teachers' instructions.	Participating in class discussion	Raising questions in class voluntarily	Being volunteer to answering questions	Leading the group discussion	Additional notes
1-2	The teacher introducing a presentation given by a business school (SKEMA) in France			Yuxuan ✓ (Eating breakfast while listening)					
				Bing ✓ (Very interested)					
				Ji ✓					
3-4	The teacher encouraging the students to listen to that presentation			✓					
				✓ Nodding					
				× Playing her mobile					

5-6	The teacher introducing about the educational system in France	√							
				√ Listening					Yuxuan wanted to ask something but failed to do in the end
			× Playing her mobile						
7-8	The teacher reviewing the vocabulary taught last class by asking students to read them	√ (Taking notes and looking at the textbook)							
		√							
			× Playing her mobile						
9-10	The teacher reviewing the vocabulary taught last class and most students looking at the book			√ (Eating while reading the book)					
				√					
				√					
11-12	The teacher reviewing the texts by asking the students to read it after her			Reading					
				Reading					
				Reading					

13-14	The teacher reviewing the grammar, the future tense, by asking students to explain and most students looking at the book			√ Listening and correcting the classmate' answers					
				√					
			Looking at something outside the window						
15-16	The teacher asking the students to do the grammatical exercises on the textbook			Doing exercises					
				Doing exercises					
				Doing exercises					
17-18	The teacher asking the students to do the grammatical exercises			Doing exercises					
				Having finished and discusses the answers with others					
				Doing exercises					

19	The teachers discussing the answers with students			✓	✓				
				✓					
			Paying no attention to the questions raised by other students in class	✓					
20	The teachers discussing the answers with students and summarising the grammar again	✓ Taking notes							
		✓ Taking notes							
		✓ Taking notes							
21-22	The teacher asking students to read another text			Reading					
				Reading					
				Reading					
23	The teacher asking different students to translate the text sentence by sentence		× Translating by muttering to herself						
				✓					
				✓					

24-25	The teacher asking different students to translate the text			✓					
				✓					
				✓					
26	The teacher asking different students to translate the text and commenting on the overall translation			✓					
				✓ Nodding					
			Looking at the mobile phone						
27-28	Some students asking some questions about the translation and the teachers answers	✓			✓				
		✓ Taking notes		✓					
			Looking at the mobile phone						
29-30	The teacher summarising the translation exercise again	✓							
		✓							
		✓							

31-32	The teacher asking the students to read the texts by themselves	✓ Taking notes		Reading the text					
		✓ Taking notes		Reading the text					
		✓		Playing the mobile					
33-34	The teacher explaining new expressions and grammatical points in the text and most students being taking notes	✓ Muttering to herself while taking notes							
		✓ Taking notes							
		✓ Taking notes							
35-36	The teacher relating a new word to a very popular TV series and the whole class becoming more active			✓ Eating an apple while listening					
				✓ (Very interested)					
				✓ Laughing					
37-38	The teacher explaining new expressions and grammatical points in the text	✓ Taking notes							
		✓ Taking notes							
		✓ Taking notes							

39-40	The teacher explaining new expressions and Yuxuan asking a question	√					√		
			A bit sleepy						
		√							
41-42	The teacher answering Yuxuan's question and asking a new question	√ Taking notes							
			A bit sleepy						
		√							
43-44	The students being asked to do exercises			Doing the exercise					
				Doing the exercise					
				Doing the exercise					
45-46	The teacher asking students to answer the questions and adding something comments	√ Taking notes and muttering to herself							
		√ Taking notes							
		√							

47	The teacher asking the students to read the exercise again and seeing whether they have questions			Looking at the book and eating					
				Looking at the book					
				Looking at the book					
48	The teacher commenting on the exercises in general and most students looking at the book	✓							
		✓							
		✓							
49	The teacher asking the whole class to preview the text that would be taught in the next class and most students following her instructions			Preview the text					
				Preview the text					
				Playing her mobile					

50	The teacher asking the whole class to preview the text that would be taught in the next class			Preview the text					
			Sleep						
			Playing her mobile						

Notes:

During the break, Yuxuan asked the teacher some questions about the exercises and when I asked her why she has not raised them in class, she said she was a bit shy.

Appendix H: Open questionnaires used for the intervention

亲爱的同学们：

请想象一下如果你认真学习二外，这门语言将给你的未来带来哪些不同？你觉得你会用二外做些什么？或者你可以用二外做些什么呢？

Translated Version

Dear Participants,

Please take some time to imagine what the L3 could bring to your future life if you worked hard in learning it. What are you doing and what can you do?

Appendix I: A summary of the examples used in the intervention from both graduate students and the teacher

14 examples for both English and L3 majors

Number	Descriptions
1	One former English major found a job in the Division of International Affairs in the local government due to his proficiency in both English and the L3.
2	One former English major got promoted quickly in an international company. She thought the reason might partly lie in that she could speak French and could communicate easily with her French directors.
3	One former English major who worked in the Customs shouldered the responsibility to communicate with French tourists due to her proficiency in French.
4	One former English major used her L3 to work as a volunteer to teach Chinese in the Confucius Institute overseas. Her working languages was English and the L3.
5	One former English major became active in working as a volunteer in a variety of international conferences or competitions where she used her L3 to communicate with many native speakers.
6 & 7	Two former English majors travelled to France and realised that their mastery over French made their travelling much more interesting.
8	One English major shared her feelings of being more creative by learning French, as her mastery over three languages made her more sensitive to linguistic and cultural issues.
9	One non-major L3 learner reported that her learning of French inspired her to share her French learning experiences on her social network and establish new friendship with other French lovers.
10	One non-major L3 learner talked about her experiences of learning five foreign languages, which as a whole enhanced her cultural awareness and constantly brought inspirations to her lives, from decorating home to designing advertisements for her company.
11	The L3 teacher reminded the participants that one of her previous students did some simple Chinese-French translation as a part-time job.
12	The L3 teacher mentioned that one of her non-French-major friends taught some simple French (e.g. pronunciation) to beginners by setting up an app in the mobile.
13	The L3 teacher mentioned that in most museums in France, including Louvre Museum, the descriptions for the exhibits were written in French. So it would be important for them to know French before they could have more rewarding travelling experiences.
14	The L3 teacher mentioned that there were many part-time jobs or internships in international companies which recruited people who spoke fluent English and a bit French.

Six additional examples for L3 majors

Number	Descriptions
1 & 2	Two former German majors were pursuing their master degree in Germany at the time of my intervention and shared their experiences of using German in her current lives.
3 & 4	Two former German majors were pursuing their master degree in German Literature and International Business respectively in another university in China and shared about the role of German played in their current lives.
5	One former German major shared about her working experiences as an HR in one German company and talked about the role played by German in her current career.
6	One former German major shared about her working experiences as a German teacher in one high school.

Appendix J: Emails to students about requesting a written journal

亲爱的xxx:

非常感谢你一直以来的帮助！可否麻烦你简单记录你最近二外学习情况，包括你在课后是如何学习二外的，以及你现阶段二外学习的感受与反思？

祝一切顺利！

王天怡

Translated version

Dear Participants,

Thank you very much for your support for my research! Could you briefly record your recent L3 learning experiences? For example, how do you learn the L3 after class and what is your reflections about your L3 learning at this stage?

Thank you very much for your participation!

Best wishes,
Tianyi Wang

Appendix K: An example of journal entry

课后学习记录

学习时间长度	学习内容
早 7.00-9.55 中 12.20-1.00 晚 5.00-5.50 6.50 -10.00	背课文，笔记，模仿听力材料
早 6.50-8.0 中 11.10-1.00 晚 3.10-5.10 5.30-6.50 7.10-9.00	做练习，整理笔记
中 12.10-12.40 晚 7.40-10.00	做作业，预习
早 7.00-8.00 中 12.00-1.00 3.20-5.00 晚 5.30-9.00	背课文，笔记，整理句型，课外听力训练
早 8.00-11.00 中 12.40-3.20 晚 6.00-9.40	背课文，模仿听力材料，背笔记
约九小时	作业，课文，笔记，模仿听力材料
约 9 小时	查找词汇用法，例句，复习

学习反思

现在学习需要越来越多的时间。首先就是专业知识肯定在第一位，其实我真的不太考虑未来的事情，感觉做好当下的事情对我来说比较实在。包括我在高中阶段也不太想说要去到那个大学。

其实吧，我觉得如果一开始就对自己未来的职业有一个明确的目标，按理来说会对学习产生一个目标一样的作用。不过实在没有什么想从事的职业。。。非要说的话经过排除，可能倾向于老师或者翻译吧。感觉自己比较会扯，应该比较适合沟通类的。。。吧。

因为我比较懒，希望学的东西和工作需要的能够比较对等，可以少花点精力去适应（不过我估计最后还是会有那个辛苦适应的过程，诶难免的嘛）。

其实我觉得我还是有点难以想象以后就这么跟德语一直打交道下去。不知道为什么我觉得自己的气质和德语不是很符。应该这么说，我可以想象工作中用到德语 但是我无法想象在除了正儿八经工作的时候用到它，可能根本原因是即使学到现在我 觉得德语仍然没有走进我心里，大概是这个意思= =对比高中阶段的英语学科，德语的定位差不多就是比英语地位高很多的学科，相当于高中学习中最重要科目，主科中的主科 这样的地位

面包不是喜欢的口味 但我必须把它吃下去 因为吃饱了才有力气走路

我不喜欢太大的变化 目前为止我也没遇到什么大的变化，所以也不太了解自己应对周围环境变化的能力

而且我还是蛮相信一分耕耘一分收获的 所以当我锄禾日当午汗滴禾下土 我觉得不能不把成果给我 虽然付出没有收获这种事情在以后的人生中肯定会遇到 但我觉得这是我能想到的最可怕的事情之一了 我知道就算我未来从事的职业真的与所学的专业关系没有那么紧密 大学的学习肯定也是让我有所收获的 在以后的什么时候会潜移默化地运用进以后的生活 就像认真看过的书 会对一些观念产生影响一样 但是只能说 我比较重视结果 因为所学的专业与未来从事的职业的关系越紧密 就会给我一种学了有用的感觉。我对待学习的目的还是蛮明确的 就像高中以分数为导向 觉得分数提高空间不大的 或者觉得没什么大用的就不管它了节省下来的时间看动漫或者看书。

这么说吧 我脑子里有两条线 一条红线一条蓝线 红线就是有着“面包”观念的那条线 蓝线是心情兴趣导向线 假设之后我对专业学习产生了很大的兴趣 可能就不打算转系了。差不多就是蓝线一直处于波动状态 形象点说大概就是 红线是 x 轴 也不会波动 蓝线是 $f(x)=\sin x-2$ 这就是目前的状态 相对稳定 但如果蓝线的波动过了 $\sin x$ 我

说不定重新考虑（不）转系

其实我真的没有觉得我学习很有热情 那应该是我对生活有热情吧 虽然面包很重要 但是对我来说喜不喜欢真的很重要 心情也很重要 我没办法说真的对没有很喜欢的专业特别有热情 所以我一定会想办法喜欢一点

丹丹老师有一节课上说 难道你们不想听懂德国人在说什么吗 其实我当时真的觉得我不想= =说到这个 我觉得还是需要给语言提供一个运用的环境 虽然以后会用到 但我还是比较喜欢现在眼前的东西 比如说我会不会德语对我现在的生活没有任何影响 但是会不会日语 我看动漫可以不用看字幕。。。玩游戏玩日服会玩的更开心一点= =说到底还是德国没什么好玩的啊摔 (ノ°Д°)ノ ㄟ ㄊㄊ

人的想法是会变的 所以我不太倾向于这么早花时间规划什么职业 需要的时候再说吧 说不定过段时间我就喜欢德语了 希望吧

Translated Version:***L3 learning after class***

<i>Length of learning</i>	<i>Content</i>
In the morning: 7.00-9.55 12.20-1.00 In the afternoon: 5.00-5.50 6.50 -10.00	Memorising the text, reviewing the notes and practising listening
In the morning: 6.50-8.00 11.10-1.00 In the afternoon: 3.10-5.10 5.30-6.50 7.10-9.00	Reviewing the notes and doing some grammar drills
In the afternoon: 12.10-12.40 7.40-10.00	Doing homework and previewing the lessons
In the morning: 7.00-8.00 In the afternoon 12.00-1.00 3.20-5.00 5.30-9.00	Memorising the text, reviewing the notes, and practising listening
In the morning: 8.00-11.00 In the afternoon: 12.40-3.20 6.00-9.40	Memorising the text, reviewing the notes and practising listening
About 9 hours	Doing homework, memorising the text, reviewing the notes, and practising listening
About 9 hours	Learning new words and reviewing

Reflection on the L3 learning

I need to spend increasingly more time on learning to lay a solid foundation for my German. I do not want to think too much about the future and I think I need to focus more on what I am currently doing. To be honest, even when I was in high school, I did not like to think over which university I could go to in the future.

I think if I could have a clear goal for my future professional development, I probably would be more motivated in my current learning. But, to be honest, I do not know what I want to do in the future. If I must choose one, probably I will go for being a teacher or an interpreter. I think I am good at talking for a very long time, so probably I am good at communicating. How do you think?

I am lazy, so I want most of what I am learning now could be used in my work in the future and I only need to put very limited effort into adapting to my future career (Probably I am overoptimistic).

To be honest, I still think it would be hard for me to learn German for a long time and use it in my future. I think the culture carried by this language is in conflict with my personality. I can imagine that I use German in the future, but only in the case of work. Probably I am not sufficiently interested in German language and culture. Compared to English learning in high school¹, I think the position of German in my current life is just a more important ‘subject’.

German is my bread at present and in the future. It is not my favorite food but I have to eat it. Otherwise, I would be too weak to walk.

I do not like change and I have not undergone any huge changes in my life till now. So I am not confident in my ability in adapting to new environment.


I believe in that as long as I put effort into doing something, I should succeed in that field. To be honest, I am also aware that probably not all of my efforts would pay off in the future. That is very horrible for me. I know that even my future career is not closely related to my undergraduate major, I will still benefit from my learning in the college and all the books I have

¹ English is generally regarded one of the three most important subjects in the high school in China. The other two are Chinese and Mathematics.

read. However, I should say that I am the kind of person who looks highly upon outcome. The closer my major is related to my future career, the more useful I perceive my current learning is. My attitudes towards learning are quite clear. For example, in high school, I would only put effort into the subject which I could make huge progress. I would rather spend time on watching cartoons than on learning if my efforts could not be translated into huge changes.

To put it in this way, two factors influence my motivation towards learning German. One is 'bread'. Another is interest. If my interest in German enhanced significantly in the future, I might stop thinking of changing my major². To be honest, I think my interest in German will be in fluctuation. Let me put it in a metaphoric way. The motivation comes from 'bread' will always be stable, just like the x-axis in the function. And my interest will fluctuate like $f(x)=\sin x-2$ ³. But if in the future, the function of my interest becomes $f(x)=\sin x$ ⁴, I probably will give up the idea of changing my major.

To be honest, I am not passionate about learning but I am passionate about life. I think interest is very important for me. I cannot be very motivated towards learning a language which I am not interested in. So I must push myself to love German.

Frau Dan (the teacher) once asked us in class, 'Don't you want to understand what German people are saying?'. I am sorry but I do not want to. I think I may need a context which could give me more opportunities to use this language before I could really like it. Although I might use German in the future, I focus more on my current life. For example, if I could not speak German at present, my current life will not be influenced. But if I could not speak Japanese⁵, my experiences of watching cartoons and playing computer games will be severely compromised. By the way, does Germany have anything interesting (👉👈)👉👈? ⁶?

Anyway, we always change our beliefs and plans. So I do not want to think too much about my future at present. Things change too quickly. Probably I will love German in the future, hopefully.

² This participant was not sufficiently interested in German language and culture and was thinking of changing her major.

³ The value of the $f(x)$ in the $f(x)=\sin x-2$ is always below zero, which represents that this participant had very limited interest in German at the time of writing this piece of journal.

⁴ The value of the $f(x)$ in the $f(x)=\sin x$ is between -1 and 1, which represents that when this participant found that she could be temporarily interested in German language and culture, she might give up the idea of changing her major.

⁵ This participant was very interested in Japanese cartoons and therefore very interested in Japanese.

⁶ This emoji depicts a man throwing away a table, which represents this participant's frustration at Germany having nothing 'interesting'.

Appendix L: The coding scheme

Coding for ideal L3 self

➤ Coding for ideal L3-specific self:

Themes	Descriptions	Example
Career-oriented	Learners' aspirations to use the L3 in their future.	我肯定是非常想找一个跟法语相关的工作的，比如口译啊，笔译啊，老师啊等等。 I want to find an L3-related job, such as being a French-Chinese interpreter or translator, a French teacher, etc.
Short-term goals	Learners' short-terms goals to realise their ideal L3 self	特别想当尖子生，真的觉得这个对我未来好重要。 I am eager to be the top student. It is so important for my future.
Reading L3 books	Learners' aspiration to read more books by learning an L3.	我很喜欢法国文学，好想读原版书呀。 I am deeply interested in French literature and I aspire to read them in their original versions in the future.
Living in the L3 community	Learners' aspiration to integrate into L3 community.	我在德国呆过三年，很喜欢那儿，以后也想去那里工作学习。 I have lived in Germany for three years and I really love that country. In the future, I hope I can work and live there.
Watching L3-dubbed movies	Learners' aspiration to watch L3 movies by learning an L3.	德国电影还是很有味道的，我很想以后可以不带字幕看原版的。 German movies are interesting and I want to watch them without subtitles.

➤ Coding for ideal multilingual self

Themes	Descriptions	Example
Ideal multilingual self	Learners' aspiration to expand their linguistic or cultural repertoires by learning an L3	多门语言很开阔眼界啊。我未来想做文化研究，那多学一门语言肯定是有用的。 It's really eye-opening to learn another language. I want to do cultural studies in the future, so learning an L3 is useful.

➤ Weak ideal L3 self

Themes	Descriptions	Example
Vague	Learners only expressed their hope to use the L3 in the future without being able to give more detailed explanation.	就是特别想以后能用到德语。 I just hope that I am able to use German in the future.
On the verge of disappearing	Learners' ideal L3 selves were severely challenged and were on the verge of disappearing.	其实我真的是很迷惘的，不知道怎么办。想用德语，但是真的觉得有点不可能的样子。 I am perplexed over my future. I do not know what I can do. I want to use German in the future but it seems to be impossible.
Giving up	Learners gave up their ideal L3 selves	我放弃了，我想转专业。 I gave up. I want to change my major.

Coding for ought-to L3 self

Themes	Descriptions	Example
Course requirements	Learners' sense of responsibility to finish course requirements.	就我是一个学生啊，那上课做作业，必须的呀。老师让做什么做什么呀。 I am a student, so it is my duty to attend the class, finish homework and to do whatever teachers ask me to do.
Teachers' push	Learners were forced to learn due to teachers' push	我们老师很严的，不敢不听话。 Our teacher is very strict. I do not dare to disobey her.
Parents' expectation	Learners were motivated to learn the L3 due to parents' expectation.	我是独生子女嘛，爸爸妈妈对我期望很高的。 I am the only child at home, so my parents have really high expectation for me.
Family burden (only in the case of L3 major)	Learners were motivated to learn the L3 due to the need to support their family in the future.	我家穷啊，真的，不好好学，我拿什么养活自己？ To be honest, my family is poor. If I do not learn the L3 well, what could I rely on to support myself in the future?
Being a major student (only in the case of L3 major)	Learners' sense of responsibility to learn the L3 well due to their identity as an L3 major.	我是这个专业的呀，那肯定要好好学的。 I am an L3 major, so I must learn it hard.
Very weak ought-to L3 selves	Learners reported to have very weak ought-to beliefs in learning the L3.	恩，没什么外在因素吧。没谁逼我学。 Eh, I do not have any external pressure. No one push me to learn.

Coding for L3 learning experience

➤ L3-specific experience

Themes	Descriptions	Example
Personal attitudes: Interest in language and culture		
Interest in the L3 language	Learners showed interest in a specific L3	法语发音真的超好听。 The French pronunciation is just so soothing.
Interest in the L3 culture	Learners showed interest in the culture of a specific L3 community	我觉得德国历史很悠久，文化也很有特色。 I think Germany is a country with long history and distinctive culture.
Personal attitudes: Cognitive evaluation of their current L3 learning		
Evaluation of the L3 learning	Learners' evaluation of their L3 learning	我对我的二外学习还是挺满意的吧，还是能看的见进步的。 I am in general satisfied with my performance in the L3 learning. I am making progress.
Self-efficacy	Learners' beliefs in their competence to learn the L3 well.	我真的学不好德语呀，要哭了。 I could not learn German well! I am going to cry.
Contextual Influences		
Teachers' support	Learners' reports of their teachers' support for their L3 learning.	我们老师经常会讲一些和法国文化相关的东西，慢慢就有点兴趣了。 Our teacher always shares with us something about French culture, so I gradually develop some interest in it.
Teachers' warning	Learners' reports of their teachers' warning which influenced their L3 learning.	就是老师也会提醒我们二外并不是我们想象的那么吃香的。就是还是要好好学。 Our teacher warned us that the demand for L3 speakers was not as huge as we thought. So we must learn it hard.
Peer pressure	Learners' reports of peer pressure on their L3 motivation.	别的同学进步比我快会让我有很大的压力。 If other students progress at a faster speed than me, I will be under huge pressure.
Peer support	Learners' reports of peer support on their L3 motivation.	我同桌对我影响很大。她是那种目标很明确的人，然后让我觉得我也应该学会规划未来。 My desk-mate has a huge influence on me. She knows clearly what she wants in the future, which reminds me that I should make a plan for my future.

Influence from the faculty	Learners' reports of the influence from the faculty on their L3 motivation.	系里组织的活动还是太少了，我们真的没什么机会接触到二外，除了课堂。 Our faculty seldom organises L3-related activities. So we have very limited opportunities to learn or use the L3 outside class.
Influence from the society	Learners' reports of the influence from the society on their L3 motivation.	大家都在说学英语的太多了，所以觉得学门二外不错吧。 It is widely acknowledged that English is too widely learnt, so it might be better to learn an L3.
Influence from parents	Learners' reports of the influence from parents on their L3 motivation.	我爸跟我说学门二外不错。 My father told me that it is not bad to learn an L3.

➤ Multilingual experience

Themes	Descriptions	Example
Interest in languages	Learners showed interest in languages, especially in comparing different languages.	有时我会发现英文和德文之间很细小的不同，特别有意思。 Sometimes I can identify some slight differences between English and German, which is really interesting.
Interest in cultures	Learners showed interest in cultures, especially in comparing different cultures	就是学语言还真的是挺开拓眼界的，比如高考，我就发现德国，英国和中国的高考好不一样。 Learning another language is really eye-opening. For example, I find that the system of college entrance examinations is really different in Germany, the UK and China.

Coding for motivated behaviours

Themes	Descriptions	Example
Being focused in class	Learners reported to be focused in class.	我上课都特别认真的，可能你也看到了。 As you might have observed, I am really concentrated in class.
Completing homework	Learners' reports about whether they finished their homework on time.	我一般都会按时把练习做完的。 In most cases, I will finish my homework on time.
Previewing and reviewing	Learners' reports about whether they previewed and reviewed the L3 lessons.	我预习一般都很认真，复习，呵呵。 I always preview the lessons carefully, but I have not done a good job in reviewing.

Autonomous learning	Learners' reports about whether they did any autonomous learning after class.	我一般会在网上多找些练习巩固一下上课学的。 I always try to find more drills online to solidify the knowledge that I have learnt in class.
Reciting the texts (only in the case of L3 major)	All the L3 majors were asked to recite all the texts they have learnt in class. This theme is about whether they followed this instruction.	要说实话吗? 呃, 背书这档子事儿, 心有余而力不足啊。 To be honest, it is too hard for me to recite all the texts!

Coding for the intervention

Themes	Descriptions	Example
Whether the intervention is useful	Learners' reports of whether the intervention is useful.	那个活动很好呀, 其实我们应该早点组织这个活动。 The intervention was really good. In fact, I think we should have organised such activities earlier.
Comments on different sessions of the intervention	Learners' comments on different sessions of the intervention	我觉得那些例子超级好。因为我们平常接触到的用二外的人太少了, 所以很开眼界。 I think the session which introduced near-peer examples was very good. We seldom had opportunities to get in touch with people who used an L3 in the lives, so the activity was very eye-opening.

Appendix M: An example of coding

Nodes

Name	Files	References
Behavior	42	53
Future Dimension	0	0
Ideal	0	0
career-oriented	36	52
giving up	4	5
live in the L3 countr	2	4
multilingual oriente	20	26
on the verge of disa	8	13
reading L3 books	6	7
short-term goals	33	48
vague	27	48
watching L3 movies	2	2
ought-to	0	0
intervention	17	19
Present Dimension	0	0
contextual influences	36	71
evaluation of the L3 lea	29	47
interest in language an	38	79
Self-efficacy	46	92

Text

<Files\陈可心 1st> - 5 1 reference coded [2.52% Coverage]

Reference 1 - 2.52% Coverage

答1: 我觉得学习利处, 如果有工作的话, 一方面工作的话, 就可以当工作了, 学习更加了解其他国家, 无论是文化, 语言发音, 视野会比以前广一些。不像以前, 以前就。。。真的, 我觉得要是有机会可以出国的话, 会比其他专业更幸福一点。接触到很多不同东西。要是我学了会计, 以后就在一个房子里, 我是不喜欢的

<Files\陈可心 4th> - 5 1 reference coded [10.74% Coverage]

Reference 1 - 10.74% Coverage

问: 专业优劣势

答: 选择, 我刚开始就是辅导员说学习语言有助于培养思维方式, 我那时候觉得这个有什么用处呢, 现在很多人说是一个工具, 但是我得优势是, 即使以后你不从事这方面的工作, 首先还是一个比较硬的技术, 短时间很难学成的。而且学的过程中, 也会让你做事更仔细更细心, 怎样考虑更全面, 然后以后也会去学习其他国家的文化, 这些都是思维方式的培养, 这方面都是优势吧。劣势, 如果你不能学到非常好, 真的以它为工作, 那可能以后真的就是像他们说的一样就是工具。现在学这个语言的这么多, 可能也是需要有点担心, 以后往哪个方向。不像理科, 面对的机会多一些, 所以竞争压力还是比较大的

问: 会有一些焦虑感

答: 有一点点, 但是还是许多优势的, 而且我还是偏向于能以这个为专业的, 会把它当做职业选择

问: 再选一次还是它

答: 对

问: 你说以后可能是职业选择, 职业选择是什么, 用法语更多, 哪些呢

答: 翻译, 笔译, 口译, 法语老师也挺好, 或者外企翻译, 然后高翻, 天哪, 我觉得是我人生, 如果有可能, 反正多努力吧, 其实对自己不是特别有信心, 毕竟这个太难了, 但是当做一个终极目标吧

问: 在你去学中英语+法语的岗位

Appendix N: Learners' motivated behaviours at the initial stage of their L3 learning (Oct. 2015)

English Majors' motivated behaviours (French class)

	Xianyi	Xiao	Demin	Yuyuan	Mengyun	Bing	Haiyun	Ji
In-class behaviours (based on class observation)								
Taking notes when the teacher was giving a lecture	Always	Always	Always	Always	Always	Always	Always	Seldom
Reactions towards teachers' questions	Answering in small voice	Answering in small voice	Answering in small voice	Answering in small voice	Answering in small voice	Answering in small voice	No reaction	No reaction
Following teachers' instructions when asked	Always	Always	Always	Always	Always	Always	Always	Sometimes
Behaviours in group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion
Asking questions voluntarily	Rarely	Rarely	Rarely	Rarely	Sometimes	Rarely	Rarely	Rarely
Being inattentive	Rarely	Rarely	Seldom	Rarely	Rarely	Rarely	Seldom	Sometimes
After-class behaviours (based on interviews and journals)								
Previewing and reviewing the textbook as required	Always	Always	Always	Sometimes	Always	Sometimes	Sometimes	Sometimes
Finishing homework as required	Always	Always	Always	Always	Always	Sometimes	Always	Seldom
Autonomous learning	Sometimes	Very little	Very little	Very little	Very little	Very little	Very little	Very little

English Majors' motivated behaviours (German class)

	Han	Qinting	Linting	Yu	Yutao	Hanglin
In-class behaviours (based on class observation)						
Taking notes when the teacher was giving a lecture	Always	Always	Always	Always	Sometimes	Always
Reactions towards teachers' questions	Answering in small voice	Answering in small voice	Answering in small voice	Listening to others	Listening to others	Listening to others
Following teachers' instructions when asked	Always	Always	Sometimes	Always	Sometimes	Always
Behaviours in group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion
Asking questions voluntarily	Rarely	Sometimes	Rarely	Rarely	Rarely	Rarely
Being inattentive	Rarely	Rarely	Rarely	Rarely	Rarely	Rarely
After-class behaviours (based on interviews and journals)						
Previewing and reviewing the textbook as required	Always	Always	Always	Sometimes	Sometimes	Sometimes
Finishing homework as required	Always	Always	Sometimes	Always	Always	Always
Autonomous learning	Very little	Very little	Very little	Very little	Very little	Very little

L3 Majors' motivated behaviours (German class)

	Yi	Chuxin	Binxin	Jinrong	Shufan	Qianyi	Jiyuan	Shuyan
In-class behaviours (based on class observation)								
Taking notes when the teacher was giving a lecture	Always	Always	Always	Always	Always	Always	Always	Always
Reactions towards teachers' questions	Answering in small voice	Speaking out	Speaking out	Listening to others	Answering in small voice	Answering in small voice	Answering in small voice	Answering in small voice
Following teachers' instructions when asked	Always	Always	Always	Always	Always	Always	Always	Always
Behaviours in group discussion	Participating in the group discussion	Leading the discussion	Leading the discussion	Participating in the group discussion	Participating in the discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion
Asking questions voluntarily	Rarely	Rarely	Sometimes	Rarely	Rarely	Rarely	Rarely	Rarely
Being inattentive	Seldom	Rarely	Rarely	Rarely	Rarely	Rarely	Rarely	Rarely
After-class behaviours (based on interviews and journals)								
Previewing and reviewing the textbook as required	Always	Always	Always	Always	Sometimes	Always	Always	Always
Finishing homework as required	Always	Always	Always	Always	Always	Always	Always	Always
Autonomous learning	Very little	Very little	Very little	Very little	Very little	Very little	Very little	Very little

L3 Majors' motivated behaviours (French class)

	Kexin	Mengyu	Yiner	Sijia	Yiqin
In-class behaviours (based on class observation)					
Taking notes when the teacher was giving a lecture	Always	Always	Always	Always	Always
Reactions towards teachers' questions	Answering in small voice	Answering in small voice	Answering in small voice	Answering in small voice	Answering in small voice
Following teachers' instructions when asked	Always	Always	Always	Always	Always
Behaviours in group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the group discussion	Participating in the discussion
Asking questions voluntarily	Rarely	Rarely	Sometimes	Rarely	Rarely
Being inattentive	Rarely	Rarely	Rarely	Sometimes	Rarely
After-class behaviours (based on interviews and journals)					
Previewing and reviewing the textbook as required	Always	Always	Always	Sometimes	Always
Finishing homework as required	Always	Always	Always	Always	Always
Autonomous learning	Very little	Very little	Very little	Very little	Very little

Appendix O: Informed consent

亲爱的同学们，

我诚挚地邀请你参加我的博士论文研究。本研究着眼于研究语言专业同学二外学习的学习动机。如果你愿意加入我的研究，你将会被邀请填写两次问卷，参加四次采访并记录两次您的语言学习状况。同时，我还可能关注你在二外课堂的学习情况。在参与研究的过程中，你可以随时选择退出。

你的帮助将对我此次的研究具有重大意义。如有需要，我将提供我力所能及的帮助，同时每次采访我将为你准备[REDACTED]。

对于你提供的所有信息，我将仅用于我的博士论文研究并严格保密。对于你的关键信息，比如名字、学校，我将使用化名。

如果你还有任何疑问，请随时联系我，我的邮箱是[REDACTED]。

非常感谢您的帮助

参与者姓名：

参与者签名：

研究者签名：王天怡

Translated version:

Dear students:

You are warmly invited to participate in my study which investigates language majors' motivation towards learning a foreign language other than English. If you volunteer to participate in this study, I will invite you to fulfil open and closed-ended questionnaires. You may also be invited to attend four rounds of interviews and to write two rounds of written journal. I may also observe you behaviours in the classroom. When you participate in this study, it is your freedom to withdraw or stop at any time you want. You will not be penalised in any way if you do so.

If you would take part in this research, it will be of great value for me to understand Chinese learners' motivation towards learning a third language. I will be sincerely grateful for your participation and more than happy to offer you some personal help if needed. As the financial reward, you will receive [REDACTED] for each interview.

All information that you provide to me will be kept confidential. The results of this study will be submitted as a PhD thesis, but your name and any other identifying information will not be revealed.

If you have any questions about this study or about your rights as a research participant, please do not hesitate to contact me. My email address is [REDACTED].

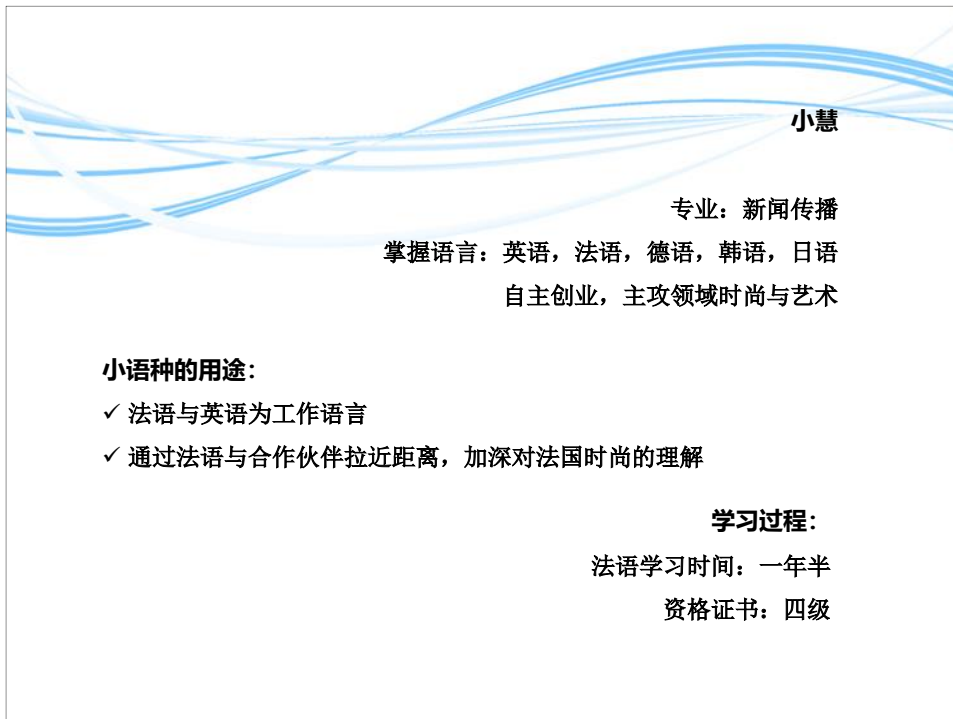
Agreement to Participate in this Research

Participants' Name:

Signature of the Participant:

The researcher's Name: Tianyi Wang

Appendix P: An example of the PowerPoint slides used in the intervention

A PowerPoint slide with a light blue background featuring abstract wavy lines. The text is in Chinese. At the top right is the name '小慧'. Below it, centered, is '专业: 新闻传播'. Further down, centered, is '掌握语言: 英语, 法语, 德语, 韩语, 日语'. Below that, centered, is '自主创业, 主攻领域时尚与艺术'. On the left side, under the heading '小语种的用途:', there are two bullet points: '✓ 法语与英语为工作语言' and '✓ 通过法语与合作伙伴拉近距离, 加深对法国时尚的理解'. On the right side, under the heading '学习过程:', there are two lines: '法语学习时间: 一年半' and '资格证书: 四级'.

Translation:

Xiao Hui

Personal information:

BA in Media and Communication;

Language skills: Mandarin, English, French, German, Korean and Japanese

Profession: Working in fashion industry

The position of the L3s in her current life:

French and English being working languages;

Speaking French with colleagues

L3 learning experience:

Learning French for one year and a half;

Obtaining the qualification (CET 4)

语言能让你 看见别人看不见的东西

花神咖啡馆，巴黎文化艺术界人士的聚集地，位于巴黎左岸核心区域的圣日耳曼大街，毗邻巴黎索邦大学。打开咖啡馆menu的首页，可以看到萨特写的一句话：

在花神咖啡馆聚会，
就是通往自由之路。



The influence from the L3 on her current lives:

“Languages can help you see what others could not see”

“Café de Flore” is located in the Saint-Germain Avenue where French artists gather. If you open the menu, you can see the quote from Sartre, “the gathering in the Café de Flore is the road towards freedom.”

语言是我工作的 灵感来源之一



巴黎地铁里的广告，法国航空的广告很有时尚风格，法航空姐的制服也是由专业的设计师设计的，在城市的公共空间里还有很多这样的视觉文化。

而且你会发现每个国家的广告词都有着自己的语言风格。这体现的其实是各个国家人们不同的兴奋点。我曾经很认真地对比过法、德、日、韩的广告词特点，借此加深对当地客户群的了解。说实话，这种体验不是靠翻译就能有的。

The influence from the L3 on her current lives:

The advertisements in the metro station in Paris and airports are very stylistic. The uniform of stewardess from Air France are also designed by professional designers. Such visual arts could be easily found in the public area in Pairs.

Moreover, you can find that the advertisements of different countries have their own features, which reflects that the distinctive preferences of people from different cultures. I have once compared the similarities and differences between the advertising slogans from France, Germany, Korea and Japan, which significantly deepened my understanding of my costumers from those countries. To be honest, I do not think such experiences could by achieved if I only rely on translations.

语言是认识更大的世界

掌握一门外语最大的收获就是了解它的思维进而才能更好地理解它的历史和文化。

巴黎人总的来说有些高冷。如果离开北方，来到南方的城市如马赛或戛纳，你就会体验到更加热情的法兰西。还有我在巴黎市中心吃肯德基，黑人好多，殖民的气息立刻扑面而来。这种复杂的殖民历史，跟它在现代社会中经常遭遇的少数民族暴动是有很大关系的。如果不是学习法语，我不会去如此深刻地了解法兰西。

Languages help you to know the world

The biggest benefit of learning a foreign language is to learn the thinking patterns of people who speak this language, which lays a foundation for you to understand their culture and core beliefs.

Comparatively speaking, I think Paris is colder than people from Marseilles and Cannes in the south. Besides, when I had my lunch in the KFC in Paris, I found that there were many black people. This situation is closely related to the complex colonial history of this nation and the minority riots in the modern age. If I had not learnt French, I would not have been exposed to French culture in such depth.

至于日语，日本这个国家内效型很强，我很喜欢东京的城市性格，这使我切入了另一个角度认识世界。同时，日语的学习让我深刻地理解到日本时尚细腻的本质。日语对于触感的描述性词汇远多于我了解的其他任何语言，正如日本总是非常注重细节。我觉得这是他们整个文化和语言一个特质。

再比如韩语，通过韩语的学习，我可以将东亚作为一个整体进行了解。



Let me take Japanese as another example. Japan is a highly efficient country. I particularly appreciate the culture of Tokyo, as it greatly expands my horizon in understanding world civilisation. Moreover, learning Japanese deepened my understanding of the characteristics of the fashion industry in Japan, which looks upon ‘paying attention to details’. For example, in Japanese, there are much more words to describe the people’s feelings when they touch upon a piece of cloth than any other languages I know. This is exactly aligned with Japanese people’s emphasis on details. I think this is an example of how language is integrated with culture.

Lastly, I have also learnt Korean for a short time, which endows me an opportunity to understand Asian culture in a more holistic way.

